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ABSTRACT

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for educable mentally handicapped children in grades 7 through 12. Focused on are 16 concepts of career development such as the interrelationship between occupations and life style and between education and work. In addition, 12 persisting life situations such as learning to travel and move about and learning to manage one's money are cross referenced with the career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the junior high level for the concept of the interrelationship of education and work are listing skills which require training (social studies) and learning to use the telephone properly (language arts). The senior high curriculum is organized by subject areas (such as pre-vocational information, job adjustment, or language arts) and grade level. Appended is supplementary information for students such as self rating forms, and a list of ways to develop an attractive personality. (For a related curriculum guide at the elementary level see EC 052 548). (DB)

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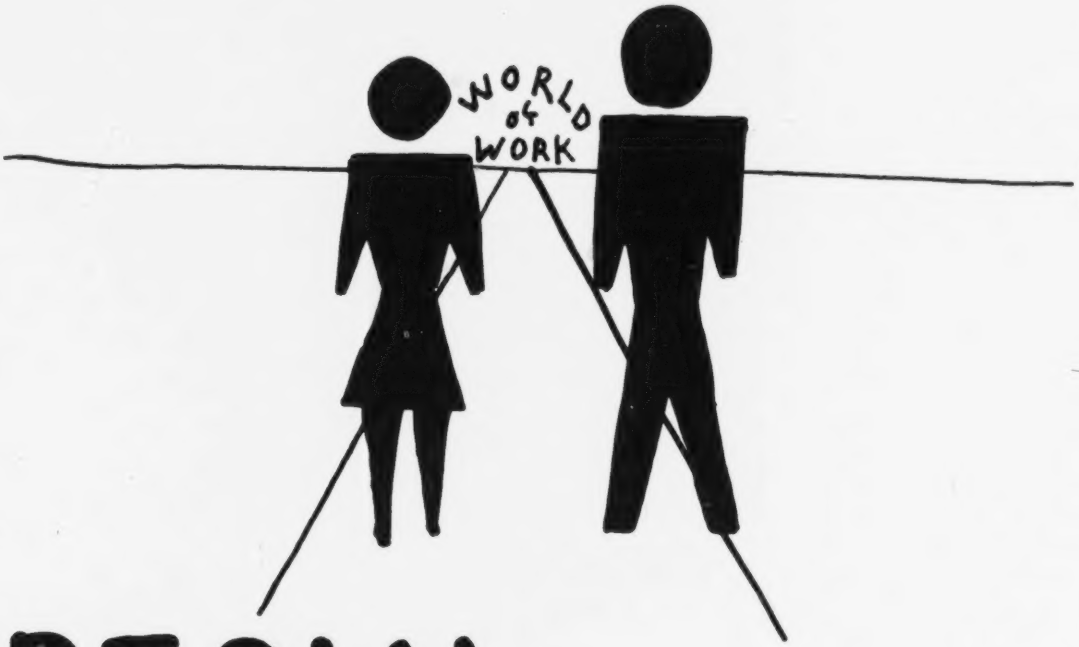
CAREER
DEVELOPMENT



SPECIAL
EDUCATION

Secondary Edition
7-12

Eau Claire, Wisconsin
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CAREER DEVELOPMENT - SPECIAL EDUCATION

A guide for the integration of career education concepts into the existing special education curriculum, K-12, developed by a team of special education administrators and teachers and the career education team from the Eau Claire Joint School District No. 5.

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PREFACE

Career Education is not a new concept or practice in the Eau Claire Area Schools. For many years special education classes, as well as regular school programs, have addressed themselves to many of the basic principles included in this Career Education Curriculum Guide. This guide, however, does represent a new thrust to implement an effective career education program for the special education students in this district. A similar commitment is being made for all Eau Claire Area School District students. Needless to say, this thrust is in harmony with the educational philosophy of this school district.

Dr. Marvin G. Lansing
Superintendent of Schools
Eau Claire Area School System

FOREWORD

This guide was developed through the combined efforts of the Eau Claire Joint School District's special education department, career education team, and the State of Wisconsin, Department of Public Instruction's Division for Handicapped Children. Its foundations were established on occasion of a career education workshop, summer, 1972, and took final form in a special holiday workshop, December, 1972.

Written by teachers of the mentally retarded, this guide is designed to provide teaching units and activities which will allow for integration of career education concepts into the curriculum presently used for teaching mentally retarded children, kindergarten through grade twelve.

Proposed activities in this guide revolve around the sixteen concepts of career development found in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum and the Twelve Persisting Life Situations found in EMR Curriculum, A Persisting Life Needs Approach.[1]

For convenient reference, each section of this two volume guide lists the sixteen concepts of career development on a separate page, followed by a page which cross references the sixteen career concepts pertinent to that section of the guide with the twelve persisting life situations.

Cognizant of the fact that this is a guide, the authors envision that the suggested activities will be expanded, edited, and/or revised by teachers to meet specific classroom situations and student needs.

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[1] This guide is an excellent companion publication to the following sources: Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum; EMR Curriculum, A Persisting Life Needs Approach, Bulletin No. 058-70; Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded, Bulletin No. 060-70; and Learning to Earn A Living, Bulletin No. 2484, all available through the Wisconsin Department of Public Instruction and/or the Division for Handicapped Children, 126 Langdon Street, Madison, Wisconsin, 53702.

SIXTEEN CONCEPTS OF CAREER DEVELOPMENT

Concept 1 An understanding and acceptance of self is important throughout life.

Concept 2 Persons need to be recognized as having dignity and worth.

Concept 3 Occupations exist for a purpose.

Concept 4 There is a wide variety of careers which may be classified in several ways.

Concept 5 Work means different things to different people.

Concept 6 Education and work are interrelated.

Concept 7 Individuals differ in their interests, abilities, attitudes and values.

Concept 8 Occupational supply and demand has an impact on career planning.

Concept 9 Job specialization creates interdependency.

Concept 10 Environment and individual potential interact to influence career development.

Concept 11 Occupations and life styles are interrelated.

Concept 12 Individuals can learn to perform adequately in a variety of occupations.

Concept 13 Career development requires a continuous and sequential series of choices.

Concept 14 Various groups and institutions influence the nature and structure of work.

Concept 15 Individuals are responsible for their career planning.

Concept 16 Job characteristics and individuals must be flexible in a changing society.

CAREER CONCEPTS/PERSISTING LIFE SITUATIONS

A Cross Reference

Proposed activities in the junior high school section of this guide center around the sixteen concepts of career development. Following is listed each of the twelve persisting life situations and the career concepts which are correlated with each within the guide.

P.L.S. #1 - Learning to Communicate Ideas
Career Concepts: 6, 9, 13.

P.L.S. #2 - Learning to Understand One's Self and to Get Along With Others
Career Concepts: 1, 2, 7, 9, 11.

P.L.S. #3 - Learning to Travel and Move About
Career Concepts: 8, 10, 12, 13.

P.L.S. #4 - Learning to Handle and Adjust to One's Social, Technological, and Physical Environment
Career Concepts: 1, 3, 4, 8, 9, 10, 11, 12, 13, 14.

P.L.S. #5 - Learning to Keep Healthy
Career Concepts: 1, 2, 11.

P.L.S. #6 - Learning to Live Safely
Career Concepts: 6, 11.

P.L.S. #7 - Learning to Earn a Living
Career Concepts: 2, 3, 5, 9, 11.

P.L.S. #8 - Learning Homemaking
Career Concepts: 3, 11, 13.

P.L.S. #9 - Learning to Manage One's Money
Career Concepts: 11, 13.

P.L.S. #10 - Learning Wise Use of Leisure Time
Career Concepts: 3, 5, 11, 14.

P.L.S. #11 - Learning to Appreciate, Create, and Enjoy Beauty
Career Concepts: 1, 7, 11.

P.L.S. #12 - Learning to be a Responsible Citizen
Career Concepts: 1, 2, 3, 5, 7, 9, 14.

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CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 1:	The student should...	The student could...
An understanding and acceptance of self is important throughout life.	understand something about the structure and function of physical self. Consider: differences, changes, disorders, handicaps, sex.	Health: view film of human anatomy. Discuss charts and posters on anatomy. Discuss similarities and differences. Discuss need for combined mental and physical health.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	understand reasons for caring for physical self. Consider: food, rest, exercise, and harmfulness of drugs, tobacco, alcohol. Learn to guard against diseases. understand the need for friends.	become aware of common communicable diseases, i.e., venereal diseases. Learn protection methods against disease and illness, the need for sleep and exercise, and the dangers that result from the use of drugs, tobacco, and alcohol.
P.L.S. #5: Learning to keep healthy. P.L.S. #11: Learning to appreciate, create, and enjoy beauty. P.L.S. #12: Learning to be a responsible citizen.	recognize his/her friendly characteristics.	participate in developing a sociogram. discuss the need for friends, and how to be a friend. discuss and define mental illness, and the help available.
		Reading: look for and read stories of athletes. Collect pictures of people who are different. Examples: skin color, height, weight.
		Home Economics: study and understand the various sizes in wearing apparel, the importance of personal appearance. Learn about the four basic food groups and balanced diet.

TOPIC-LEARNING ACTIVITIES

Mathematics:

study measurement terms (height-weight). Make charts indicating height and weight.

study statistics related to hospital expense. Consider insurance, work loss, etc.

Physical Education:

plan a program for recreation.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Newspaper. Information texts. Library. Bulletin board. Films. Class trip to hospital. Charts. EMR Curriculum Guide. Mott Basic Language Skills Unit 9, Page 102. Dr. Maxwell Maltz - Kit "Secrets" (Personality Development). **Filmstrips**: "Alcohol - Why Drink?" "Drugs - Your Decision" "Marijuana - A Foolish Fad" "Narcotics - Uses and Abuses" "Tobacco - Why Smoke?" "Venereal Disease - A Present Danger" Film-of-the-Month - "Knowing Yourself" 1. You Are Not Just Like Everybody Else. 2. Your Search for Self. 3. Who Do I Want To Be. 4. To Be Somebody. 5. Understanding Myself. See appendix pages A-1 through A-9.	The student should... recognize the basic differences and the basic similarities in people. understand the correlation of physical change and behavior with age. understand the normal and acceptable sex influences at particular age levels. be aware of the dangers of drugs, alcohol, and tobacco. be aware of preventive methods regarding illness and disease.	Teacher observation and testing.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 2:	The student should...	The student could...
Persons need to be recognized as having dignity and worth.	learn how to adjust to and live with his handicaps. have an awareness of his strengths and weaknesses. have an awareness of purpose for living and learning. develop a sense of security within himself/herself.	Health: discuss the following topics: 1. What is personality? 2. Why do I act as I do? 3. What do I do that people like? 4. What do I do that people dislike? 5. Can I change my bad points? 6. Why should I change? 7. What is respect? How do I give it or get it? 8. Who cares about me? 9. Who do I care about? 10. What can I do for others? 11. What can I do for myself? 12. What can't I do? 13. What must I learn to do? 14. How do I want others to think and feel about me?
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #5: Learning to keep healthy. P.L.S. #7: Learning to earn a living. P.L.S. #12: Learning to be a responsible citizen.		Language Arts: role play, participate in panel discussions, examine booklets and bulletin boards on mannerisms, read plays and stories. Physical Education: participate in team games to learn sportsmanship. Social Studies: study the minority groups. Reveal the history of the Indian, Negro, etc.

TOPIC-LEARNING ACTIVITIES

The student could...

Home Economics:

discuss:

1. How does dress affect manners?
2. How does our appearance affect the opinions others have of us?
3. Do we dress the same for all occasions?
4. How would one dress with regard to different jobs?

Related Activities:

construct sociogram, assume some room duties, practice Big Brother method of learning.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Use text and work pads for "A Healthier You". It concerns building character, responsibilities as a teenager, your family, friends, and marriage. EMR Curriculum Guide. See appendix pages A-10 through A-22. Filmstrips: "Learning to Live With Yourself" "What Do You Believe About Life" "What Do You Expect of Others"	The student should... become aware of personal importance in the family and community. realize that there is a need and purpose for human existence. recognize problems of social groups. understand relationship between appearance and acceptance.	Teacher observation of student attitude and behavior.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 3:	The student should...	The student could...
Occupations exist for a purpose.	understand that there is a need for everyone's services. begin to provide for individual needs.	Social Studies:
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #8: Learning homemaking. P.L.S. #10: Learning wise use of leisure time. P.L.S. #12: Learning to be a responsible citizen.	understand the need to develop his/her life to the fullest. recognize the need to be self-supporting. develop an attitude for giving and contributing to making this a better world. become aware of what society demands from an individual.	study the needs of the community (farm and city). List services received from the community (fire dept., etc.). Discuss services rendered within school building, e.g., food services, janitorial, etc. Take field trip to bakery, dairy, telephone company, power plant, police department, fire department. Prepare a bulletin board on community occupations and goods produced in this area. Health: discuss work as a necessary experience to develop a healthy body and mind. discuss leisure time: 1. What are the fun things I like to do? 2. How much money do I need to enjoy life? 3. What does it mean to work and save for something special? Art: develop and construct a town using cardboard, blocks, etc. Exhibit necessary facilities, industries, and businesses that comprise the average town while including particular characteristics of the local area. select committees to develop information and models pertinent to communication, transportation, health, and safety. Examples: police and fire protection, etc.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading:

discuss father's occupation. Organize a format to use when interviewing parents. Discuss:

1. Why does mother work outside the home?
2. Why do some families receive aid?
3. Where does the aid come from?
4. Could everyone receive aid?

search for reading material on Welfare.

listen to a Welfare worker.

discuss advantages and disadvantages of Welfare.

Mathematics:

present the idea of saving, and how to budget money. Have an awareness of providing necessities. Learn the cost of utilities, transportation, and recreation.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Newspaper. Library. Field trips. Chamber of Commerce.	The student should... identify sources of services citizens receive from the community.	Checklist. Discussion. Observation.
Mott Basic Language Study Guide - 300B; 600A, Page 44; 600B. Published by Allied Education Council, Galien, Michigan 49113	understand the role an individual plays in the community.	
Filmstrip-of-the-Month - "You and Your Money" 1. You the Consumer, #414 2. What Clothes Should I Wear, #317 3. Getting and Using Money, #362 4. So Your Budget Won't Budge, #325	establish a purpose for planning a future occupation. recognize work as a necessary factor for survival.	
"Preparing For Work" 1. Marriage and Career, #399 2. Your Life of Work, #337 3. Volunteer Work, #417 4. The Meaning of Work, #411.		

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 4: There is a wide variety of occupations which may be classified in several ways. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... become aware of his/her abilities and how they can fulfill necessary services in a variety of fields. broaden their outlook on job possibilities in areas previously unknown to him/her.	The student could... Social Studies: list job opportunities in the local area. list skills required for various jobs. Language: collect information and write reports pertinent to various occupational areas. Examples: restaurants, hospitals, government buildings, institutions for learning, nursing homes, landscaping firms, transportation facilities, factories, day care and nursery centers. develop guides on janitorial work, food service, and nursing. listen to head custodian describe his work. select pictures, prepare slides, and tape a description of various community occupations. Science: present factors which relate environment to job existence: 1. How has ecology created job opportunities? 2. How has ecology limited or eliminated some occupations?

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Telephone - yellow pages. Local newspaper. Local employment agency. Business places. Counselors. Dictionary of Occupational Titles. Occupational Outlook Handbook. Custodians.	The student should... realize that services are needed in a wide variety of settings. recognize changing personal interests.	List at least three areas of interest.
Mott Basic Language Skills 600 A, Unit 11-13-14-15 600 B, Unit 6, 7.		

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 5:	The student should...	The student could...
Work means different things to different people.	begin to analyze his/her thinking with regard to work.	Language Arts: discuss and list: Why do people work?
P.L.S. #7: Learning to earn a living. P.L.S. #10: Learning wise use of leisure time. P.L.S. #12: Learning to be a responsible citizen.	realize that work has a personal meaning to every person.	view films and filmstrips on occupations that require: special talent, acquiring of skills, a denoted interest, basically attendance and effort only. use above list as categories to analyze individual interest. discuss with parents and older family members the personal reasons for working. listen to parents speak on the value of work. Listen to senior high students who are involved in the work-study program. listen to senior high special education teacher explain the senior high work-study program. discuss the advantages of completing high school education. discuss: 1. What could you do if you quit school now? 2. Could you feel different about working as you grow older? write short reports stating reasons for wanting to work.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Library. "Scope" weekly magazine. Parents. Senior high students. Speaker - senior high special education instructor. See appendix pages A-23 and A-24. Filmstrip: "Eight to Two - The Wonderful World of Work - Vocational Opportunities" "Why Do People Work"	The student should... list basic reasons for wanting to work. understand some factors which will affect working opportunities. acquire a realistic picture of his/her future as a senior high student.	Teacher observation.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 6:	The student should...	The student could...
Education and work are interrelated.	become aware of specific qualifications which are necessary to every job. Examples: attendance, dependability, respect for authority, ability to take correction, respect for policies, getting along with co-workers.	Health: discuss the specific qualifications necessary for the various health careers. Relate qualifications to individuals in the class. Discuss forming good habits, behavior, and attitudes.
P.L.S. #1: Learning to communicate ideas. P.L.S. #6: Learning to live safely.	realize that attained skills offer greater opportunities. A basic education opens doors to a better living.	Social Studies: list skills which require training. Discuss how one becomes skilled in a particular area.
	develop ability to use legible and organized written material.	learn about ways to travel. Examples: car pools, bus, train, and taxi. Discuss, "What must a truck driver know besides how to drive a truck?" "What must a waitress know besides how to carry food?" "How does a person get a social security number?" "Why is it needed?"
	develop ability to use comprehensive and organized speech.	Language Arts: learn to use the telephone properly. Become acquainted with the use and purpose of the yellow pages. List numbers important to every household (police, doctor, fire dept., ambulance).
		Science: learn to read a thermometer. Make a weather chart. Listen to radio and TV weather reports.

TOPIC-LEARNING ACTIVITIES

The student could...

Reading:

present exercises to strengthen comprehension, exercises to teach following directions.

develop a communication vocabulary, including road signs, safety signs.

perform exercises on map reading (city and state).

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Local employment agency. Bus and train schedules.	The student should...	Teacher observation.
City transportation facilities. Social Security office. Newspaper. Telephone book.	realize that personal work habits are presently being established and have been for some time.	Checklist of information.
Library. EMR Curriculum Guide.	be aware of community transportation facilities.	
Mott Basic Language Series 600 A, Unit 8	understand something about Social Security and its benefits.	
Filmstrips:		
"Why We Learn" "Why We Listen" "Why We Read"	be aware of ways and means to become skilled.	
"Speaking Over Barriers" Wisconsin Telephone Co.	be able to take a telephone message.	
Teacher's guide and illustrations. Vocabulary cards.		

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 7: Individuals differ in their interests, abilities, attitudes and values. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #11: Learning to appreciate, create, and enjoy beauty. P.L.S. #12: Learning to be a responsible citizen.	The student should... recognize a difference of abilities and interests among family members. be aware of the difference in attitudes and values among peers. identify self.	The student could... Reading: define interests, abilities, attitudes, and values. Look for stories which stress people's differences in these areas. listen to several short stories. complete survey on like and dislike for each story. 1. Mystery 2. Adventure 3. Fantasy and Fables 4. Sports, etc. English: complete a short interest inventory which can be administered to class. Discuss the results, emphasizing differences. compare abilities in handwriting, art, singing, shop working, and sports. explain attitudes through dramatizations, role playing. Prepare a written description of someone in the classroom. Use prepared material for a guessing game. Survey interest in television programs. write reports on the lives of people who are of particular interest. interview faculty members, asking such questions as: Do you have a hobby? What is it? What kind of car do you drive? Why? What is your favorite sport?

TOPIC-LEARNING ACTIVITIES

The student could...

English: continued

compare the results of interviews.

have faculty members provide evaluations as to the performance of the student during the interview.

Music:

listen to different types of music. Survey class members for likes and dislikes.

Art:

study and discuss a variety of art productions. Discuss likes and dislikes.

Health:

Survey and discuss likes and dislikes in dress, food, hobbies, sports, television shows, movies.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Dictionary. Library. Checklist of interests. Counselor. Teacher. EMR Curriculum Guide See appendix page A-25 Filmstrips: "Communication Gap" "Self-Discipline - Clean Speech - Temperance" "Social Development" "Style All Your Own" "Developing Real Friendship" "Exploring Moral Values"- (Prejudices and Authority)	The student should... recognize personal interests, abilities, attitudes, and values. become aware of occasional need for a change in attitude or values. discover the meaning of prejudice. respect the feelings of others with regard to differences in interests, abilities, attitudes, and values.	Teacher observation.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITY
Concept 8:	The student should...	The student could...
Occupational supply and demand has an impact on career planning.	realize that a certain amount of skill or ability is necessary to fit into any occupation which is in demand.	Social Studies: survey the local area to determine the demands of the community.
P.L.S. #3: Learning to travel and move about.	understand that many occupations are becoming more sophisticated.	discuss work with senior high student in work-study.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	understand that the needs and desires of people basically create jobs.	obtain information of job possibilities in many communities. collect and display news articles with regard to employment.
		listen to a speaker from the employment office.
		discuss moving to areas where demand is greater, i.e. Minneapolis, Milwaukee, etc.
		survey his/her family history with regard to the way the father and grandfather were able to earn a living. Compare possibilities for the future.
		review the history of the community to compare needs of the past with those of the present.
		Language Arts:
		develop a unit on using the daily newspaper. 1. World news. 2. Local news. 3. Announcements. 4. Sports page. 5. Advertising. 6. Want ads.
		develop spelling and vocabulary units from the paper.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Chamber of Commerce. Employment Office. Senior high students and teacher. Neighborhood Youth Corps. Newspaper. Library. EMR Curriculum Guide. Filmstrips: "Job Opportunities in a Hospital" "Job Opportunities in a Restaurant" "Job Opportunities in a Supermarket" "Careers Ahead"	The student should... realize that there must be a need for the services which he/she is capable of doing. consider that he/she may have to leave the community to find employment. recognize certain areas of work that are becoming obsolete.	Teacher observation through a type of "Where and Why" test.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 9:	The student should...	The student could...
Job specialization creates interdependency.	understand the need for cooperation among workers. recognize that business, industrial, or institutional organizations are comprised of workers who perform interrelated tasks.	Social Studies: tour a large, local industry. Prepare a study beginning with the raw materials used in construction of the product. Survey the skills necessary to be employed at the plant. Study the assembly line mechanics. compile a list of the variety of jobs involved from start to finish in the construction of a product. discuss other merchandise produced by the industry.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #12: Learning to be a responsible citizen.		Health: discuss cooperation in the home: 1. Duties of each member. 2. Respect for brothers, sisters, and parents. 3. Is it necessary to be paid? 4. Who pays parents for their work in the home? 5. List what you voluntarily do for others. 6. What are volunteer agencies? Name some. Home Economics: prepare a meal. Designate separate responsibilities to each student. Stress the cooperation of each student to determine the success of a finished product. Related Activity: prepare materials for bulletin boards (a group project). Prepare reports as group projects.

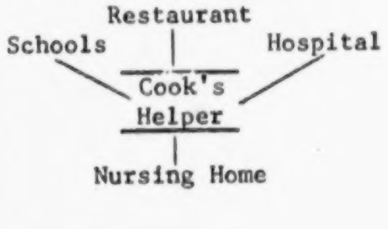
RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Tour of UniRoyal, hospital, etc.	The student should...	Teacher evaluation of checklist: listing qualification needed to succeed in a working climate.
Encyclopedia. Film on rubber.	become more aware of the need for getting along with others.	
EMR Curriculum Guide. See appendix pages A-26 through A-29	recognize that goods and services are dependent upon one another.	
Filmstrips: "Job Attitudes - Trouble at Work" "Getting Along on the Job"	develop an attitude and desire to help one another.	

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 10:	The student should...	The student could...
Environment and individual potential interact to influence career development.	begin to understand personal limitations and possibilities in the world of work. recognize the influence being received from his/her parents. acknowledge the help available through the school.	Social Studies: survey community jobs available in the area of services. Discuss ways and means of being trained. tour a vocational school. review work-study program offered in senior high school.
P.L.S. #3: Learning to travel and move about. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.		English: write or report orally the type of work done by parents. Discuss possibilities of continuing in this occupation. Consider these questions: What do I want to do? What do my parents want me to do? Would I consider moving away from my parents to have a job?
		Reading: read information regarding the neighboring communities. Consider major occupations, major geographical differences, distance from home. tour a larger city on basically a sightseeing tour. Discuss advantages and disadvantages of moving.
		Health: discuss the physical and mental requirements for specific job categories: 1. Community services and utilities 2. Food services 3. Custodial care 4. Nursing 5. Construction 6. Highway and street maintenance 7. Household maintenance.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Employment Agency. EMR Curriculum Guide. See appendix pages A-30 and A-31. Audio Tapes: "Understanding Yourself" "Is There a Method to Help you in Choosing a Career?"	The student should... have developed a basic overview of employment areas available within the community geared to his/her ability. have a realistic outlook of job possibilities. consider factors involved in moving to another area.	Teacher observation. Suggestion: Develop a questionnaire pertinent to the material covered.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 11:	The student should...	The student could...
Occupation and life style are interrelated.	begin to understand the correlation between how an individual wants to live and the way he/she can afford to live.	Social Studies: prepare a personal information booklet. List all pertinent family data, i.e., age of each family member and occupation, years of formal education, schools attended, previous occupations held by family members. When possible, state wages. Answer the following questions: Do parents rent or own? Do they have an automobile, telephone, television, camping equipment, life insurance, etc.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #5: Learning to keep healthy. P.L.S. #6: Learning to live safely. P.L.S. #7: Learning to earn a living. P.L.S. #8: Learning homemaking. P.L.S. #9: Learning to manage one's money. P.L.S. #10: Learning wise use of leisure time. P.L.S. #11: Learning to appreciate, create, and enjoy beauty.	develop a clear understanding of what life is like today and what factors will influence a change as he/she grows older.	discuss leisure time. Consider these questions: What do you do as a family? What do you do with friends? Math: discuss basic costs and expenses of operating a household. Consider: utilities, taxes, insurance, rent, food, medical expenses, clothing, entertainment, etc. Budget a low income family. Stress practicality and necessity. Health: discuss family relationship and the need for each other.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Filmstrips:	The student should...	Teacher observation of student discussions.
"Families are Important" "Teen's Role in the Family" "Understanding Brothers and Sisters"	be aware that the inability to perform certain jobs will determine life styles.	Suggestion: Develop personal inventory card.
"Approach to Understanding" "Discovering What Life is All About" "Family Feelings"	understand that personal attitudes and values contribute to life style.	
"The Importance of Belonging" "Problem With Parents" "Your Family Tree"	be aware that wages will determine money available for leisure time.	
"Exploring Moral Values" (honesty - personal) "Alcohol, Decisions About Drinking" "Broken Homes and Families" "Independence and Responsibility - Two-Sided Coin"	realize that some family traits will never change, while others may change often.	
Audio Tapes:		
Give and Take Do You Get Mad at Your Parents? Is the Good Life Good Enough" Is Your Parent's Opinion Valuable?		

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 12: Individuals can learn to function effectively in a variety of occupations. P.L.S. #3: Learning to travel and move about. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... understand that there are many occupations with similar performance patterns. begin to analyze his/her feelings and desires for additional training with the hope that it may improve job possibilities. realize that individuals have assets and limitations. be aware of the benefits from senior high work-study programs or a part-time job.	The student could... Health: study the occupational areas of similar performance. Examples: hospitals, nursing homes; day care centers, nurseries; restaurants, food services. Social Studies: compare such occupations as forestry, conservation; caretaking, landscaping; road construction, building construction; maintenance, janitorial; trucking, delivery. discuss areas of seasonal type work. Explore interests in indoor-outdoor activities. Reading: (9th grade students develop an occupation card file with corresponding illustrative material. Use magazines and newspaper. Write for free material listed through Readers Services in scholastic journals. Related Activity: prepare bulletin board.  Restaurant Schools Hospital Cook's Helper Nursing Home

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Filmstrips: (To be previewed)	The student should...	A matching checklist - types of industry matched with types of services.
"Construction Worker" "Gas Station Attendant" "Hospital Workers" "Is Farming for Me?"	list one occupation which would be considered serviceable to a number of areas of employment.	
"Working in a Laundry and Dry Cleaning Shop" "Working in the Cities" "Working with Cars"	increase personal knowledge of possible occupations suitable to limited abilities.	
"Working With People" "Truck Driver" "Restaurant Worker" "Nursing Assistant" "Working in a Hospital"	understand that further training may expand personal occupational choices.	

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 13:	The student should...	The student could...
Career development requires a continuous and sequential series of choices.	be aware that this is a lifelong process, subject to change. learn to make decisions, to search, and to plan.	Health: prepare a bulletin board on how interests and desires change with physical and mental growth.
P.L.S. #1: Learning to communicate ideas. P.L.S. #3: Learning to travel and move about. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #8: Learning homemaking. P.L.S. #9: Learning to manage one's money.	consider the challenge when deciding to relocate.	discuss the future changes one can expect. Social Studies: discuss planning with senior high students who are established in a work-study program. Language Arts: interview three adults. Ask each one: 1. How many employers have you had since you entered the world of work? 2. How many times have you actually changed the performance of the work you have done? participate in a group discussion: tell about decisions each has had to make in his/her life. Evaluate a right or wrong if possible. Reading: choose selections relating the decisions and choices others have made that altered their lives in some way. Ask for suggested booklist from librarian. Mathematics: discuss cost of moving, transportation, utilities. compare wages and necessary expenses.

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Senior high students. Librarian. EMR Curriculum Guide. See appendix pages A-32 and A-33. Transparencies: "I Want a Job" Filmstrips: "Stay in School" "Making Decisions" "What Can I Do About It?"	The student should... be aware of the life stages of the human being and the factors that influence him/her at different stages. recognize factors involved in moving from place to place.	Individual evaluation by observation of teacher. Suggest a type of test on decision making - correlation of age and interests.

CONCEPTS	OBJECTIVES	TOPIC-LEARNING ACTIVITIES
Concept 14:	The student should...	The student could...
Various groups and institutions influence the nature and structure of work.	understand that labor unions, laws, licenses, labor management, and professional organizations greatly influence the world of work.	Social Studies: listen to speakers representing both labor and management. list occupations which require a license. define and understand social security, unemployment compensation, group insurance, income tax, withholding tax, exemptions, benefits, retirement plans.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #10: Learning wise use of leisure time. P.L.S. #12: Learning to be a responsible citizen.	realize a responsibility to federal, state, and local governments.	Health: discuss the different factors involved in various occupations, i.e., some jobs require: 1. wearing uniforms 2. specific hair grooming 3. a knowledge of the correct way to handle food. 4. physical examination 5. proper shoes or protective garb. 6. working night hours 7. overtime 8. alternating shifts 9. Saturday and Sunday hours 10. inservice training

RESOURCES	LEARNING OUTCOMES	EVALUATION PROCEDURES
Speakers. EMR Curriculum Guide. Mott Basic Language Skills 600A, Unit 5, Page 58 600B, Unit 11, Page 127 600B, Unit 12, Page 143 Transparencies: "My Social Security Card" "Work Permits and Health Certificates"	The student should... have an awareness of the factors involved during employment or unemployment. understand that being employed makes him/her responsible to groups outside the family.	A test of matching terms and definitions - can be done orally. Test type of vocabulary comprehension.

A. Growing Up

1. Growing Up Takes a Long Time

It isn't easy to understand yourself at this time, or other people.

The problems you have at this time are frightening.
- Health
- Getting along with others
- School
- Yourself
- Your family

You need opportunities to "try out" decisions you make in solving or resolving problems.

2. Growing Up Means -

Learning to develop pleasant relationships with people of all ages.

Assuming responsibility for things you do, and accepting the consequences.

Finding some sense of direction as you make immediate and long range goals.

Resources:

Filmstrips:	"Adolescent - Know Thyself" (Eyegate) "The Real You" (SVE) "An Age of Change" (McGraw-Hill)
SRA Booklets:	*You're Maturing Now* *Getting Along With Parents* *Your Problems: How to Solve Them* *How to Get Along With Others*
Classroom Discussions:	
Handouts:	Problems Found to be Important to Most Boys and Girls Problems About Myself About Me and My Home My Family My Feelings About Myself Student Personal Data Form

Problems Found to be Important To Most Boys and Girls:

1. Your health.
2. Getting along with other people.
3. You and your school.
4. Yourself.
5. You and your family and home.

What Can be Done About Problems?

1. Know what your problem is and what is causing it.
2. Know if you can do anything about it.
3. Know what you can do about it.

How To Solve or Resolve Your Problem:

1. Find out what the problem is and what is causing it.
2. List all different ways of solving the problem.
3. Decide which way works best for you and go to work on it.

Problems About Myself

1. I get mad too much. ____________
2. I am not nice looking. ____________
3. I bite my fingernails too much. ____________
4. I always get into trouble. ____________
5. I feel bad about things I do. ____________
6. I'm afraid to be home alone at night. ____________
7. I'd like to get a job. ____________
8. I worry too much. ____________
9. I'd like more clothes. ____________
10. I'd like to know what I'm going to be when I grow up. ____________
11. I'm afraid of the dark. ____________
12. I wish I were good at games. ____________
13. I am too bashful. ____________
14. I am too crabby. ____________
15. I don't have much fun. ____________

About Me and My Home

1. I wish we had a nice house. __________
2. I wish we had more money. __________
3. I'd like to have my own room. __________
4. I'd like to take music lessons. __________
5. I don't like to take music lessons. __________
6. I wish my dad were home more. __________
7. My parents are too bossy. __________
8. I wish my parents liked me more. __________
9. My parents treat me like a little kid. __________
10. I have to do too much work at home. __________
11. I wish my dad would play with me more. __________
12. I don't like my brother. __________
13. I don't like my sister. __________
14. My parents don't think I'm ever right. __________

____

____

____

____

Write any additional problems you have about home on the blank lines at the end of the list.

My Family

	Never	Some Times	Usually	Always
1. I am cheerful at home.				
2. I save some time to do things with my family.				
3. I show an interest in what others in my family are doing.				
4. I make a sincere effort to understand my parents' viewpoint and discuss important matters with them.				
5. My parents can count on me to carry out unpleasant decisions without sulking.				
6. I try to have my friends and parents know each other.				
7. I take time to tell my parents about my activities outside the home when they are interested.				
8. My parents can count on me to do my best to take advantage of the opportunities they make for me.				
9. My parents can depend on me to be responsible for taking care of my own health.				
10. I try to keep from asking for special favors that others in my family don't get.				

My Feelings

	Never	Some Times	Usually	Always
1. I don't resent it if my opinions are not accepted by others.				
2. I can be frank without hurting other people.				
3. I can accept criticism without having my feelings hurt.				
4. I am able to overcome discouragement.				
5. I can control my temper.				
6. I am sympathetic toward other's problems.				
7. I stay good-natured when I am teased.				
8. I am tolerant of other races and religions.				
9. I can accept older people's judgments, realizing that their experience is greater than mine.				
10. I refrain from making alibis for myself.				

ABOUT MYSELF

For each statement put a check in one of the columns.

	Never	Some times	Usually	Always
I like to be the center of attention.	____	____	____	____
People don't understand me.	____	____	____	____
I can overcome discouragement.	____	____	____	____
I control my temper.	____	____	____	____
I make excuses for my mistakes.	____	____	____	____
I am polite to everybody.	____	____	____	____
It hurts my feelings to be criticized.	____	____	____	____
I get along better with people who are older than I am.	____	____	____	____
I like to hear the opinions other people have.	____	____	____	____
I stand up for what I think is right.	____	____	____	____
I like to be by myself more than I like to be with people.	____	____	____	____
I like to play jokes on people.	____	____	____	____
I like for people to trust me.	____	____	____	____
When anyone gives me a job to do, I try to do it the best I know how.	____	____	____	____
I finish what I start to do.	____	____	____	____
I like to be with lots of people.	____	____	____	____
I am careful not to hurt anyone's feelings.	____	____	____	____
I talk about others.	____	____	____	____
I try but I never seem to succeed.	____	____	____	____
I can laugh at my own mistakes.	____	____	____	____
I like to help others.	____	____	____	____
I like to hurry through with anything I do.	____	____	____	____

STUDENT PERSONAL DATA FORM

To the Student:

The purpose of this form is to bring together essential information about you, so that we will know you better. Answer the questions as completely as possible. The forms are for confidential use only.

Date ____________________

Home Address ____________________ Name ____________________

City ____________________ Age ____________________

Phone ____________________ Date of Birth ____________________

Father's or Guardian's Name ____________________

Father's Occupation ____________________ Highest Grade Completed ________

Mother's Occupation ____________________ Highest Grade Completed ________

List the subject that:

You like best:	You dislike most:	Is easiest:	Is hardest:
________	________	________	________

Do you plan to graduate from high school? ____________________

If you do not plan to graduate from high school, encircle the last grade which you plan to complete. Grade 8, 9, 10, 11, 12.

State briefly the chief reason why you might leave school. ____________________

____

What do you plan to do when you leave high school?

________ go to college ________ go to business school

________ go to technical school ________ go to work

________ go to trade school ________ military service.

________ other plans, what are they? ____________________

If you have decided upon the particular school or college that you plan to enter after leaving school, name it. ____________________

What occupations or fields of work have you considered for your life's work?

1st choice ____________________

2nd choice ____________________

3rd choice ____________________

Reason for your first choice ____________________________________

How much schooling do your parents or guardians want you to complete?

____

What vocation do your parents want you to follow? ____________________

Why? ____

Name as many occupations as you can:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

I. Personality Characteristics

What is personality? According to Webster, the word *person* comes from the Latin word, *persona*, which means a face mask used by actors on the stage. The mask hid the real person and showed the audience only what he wanted them to see. From this word, *persona*, comes our words person and personality.

Today we think of personality as being all that we think and feel and say and do - - or the way we act and react to ourselves and other people. When we understand the traits that make up our personality, we can better understand ourselves.

It is no easy job to know ourselves. During adolescent years, we cannot understand why we act the way we do--much less understand the ways people act or react to us. We constantly ask the questions - Do I like the way I am? Do others like me?

Our personality may be considered as a hub of a wagon wheel -- the spokes extending from the hub point to factors that shape personality. These hubs point up the differences among us. We need to be aware of these differences in order to better understand ourselves.

A. Physical build

tall
short
slim
heavy
posture
grooming

B. Temperament

is the name of our mood (disposition)

easy-going
pleasant
even
happy
grouchy
angry
hostile
moody

C. Abilities

school
art
music
athletic
writing
scientific

D. Interests

Sports
Artistic
Literary
Scientific
Musical
Computational
Mechanical
Clerical
Social Service
Persuasive

E. Expressive traits which show our inner feelings

Politeness
Talkative
Critical
Friendly
Quiet
Understanding

Vocabulary List:

1. Personality
2. Trait
3. Attitude
4. Ability
5. Interest
6. Characteristic
7. Affection
8. Achievement
9. Adventure
10. Security
11. Gossip
12. Heredity
13. Environment
14. Emotions
15. Positive
16. Extrovert
17. Introvert
18. Submissive
19. Dominant
20. Friendliness
21. Kindness
22. Thoughtfulness
23. Friend
24. Sympathetic
25. Jealousy
26. Temperament
27. Physique
28. Aptitude

PERSONALITY INVENTORY

	Yes	No
1. Manner		
Are you grouchy?	_____	_____
Are you indifferent?	_____	_____
Are you half-heartedly polite?	_____	_____
Are you usually gracious?	_____	_____
Are you always gracious?	_____	_____
2. Friendliness		
Do you like people?	_____	_____
Are you too critical of them?	_____	_____
Are you friendly?	_____	_____
3. Courtesy		
Are you courteous with your fellow classmates?	_____	_____
Do you treat others as if they were guests in your home?	_____	_____
Do you listen attentively to what others tell you?	_____	_____
4. Honesty		
Are you prompt in paying your debts?	_____	_____
Do you waste your time?	_____	_____
Do you take anything which doesn't belong to you?	_____	_____
5. Adaptability		
Can you take criticism fairly well?	_____	_____
Are you able to treat different kinds of people in different ways?	_____	_____
Do you like to meet people?	_____	_____

	Yes	No
6. Forcefulness		
Do you talk with conviction?	____	____
Is your voice distinct?	____	____
Are you energetic in your actions?	____	____
7. Industry		
Do you work as hard when your teacher is away as when he is around?	____	____
Do you like to keep caught up in your work?	____	____
8. Cooperative Spirit		
Are you glad to work with others and give unfailing cooperation?	____	____
Are you usually willing to cooperate?	____	____
9. Memory		
Do you have a good memory for faces?	____	____
Do you have a good memory for figures?	____	____
Do you have a good memory for names?	____	____
Do you get statements twisted in your mind?	____	____
10. Tact		
Do you irritate people by what you say and do?	____	____
Do you say the wrong thing at the wrong time?	____	____
11. Patience		
Do you lose your temper quickly?	____	____
Do you antagonize others by your irritations?	____	____

	Yes	No
12. Enthusiasm		
Do your friends think that you are enthusiastic?	____	____
Are you the quiet kind that has very little emotion or fails to express it?	____	____
13. Self-Confidence		
Do you worry a great deal?	____	____
Do you think about your own faults too much?	____	____
14. Initiative		
Do you go ahead without being told?	____	____
Do you think of new ways of improving?	____	____
Do you ever start anything new?	____	____
Are you inclined to do only what you are told or what other people do?	____	____
15. Dependability		
Can you be counted on to do a job right and on time?	____	____
Do your teachers have to keep after you?	____	____
Are you always on time?	____	____
Do you come to school when you do not feel like it?	____	____

PERSONALITY CHARACTERISTICS

Rate yourself in the following areas:	Excel. 1	Good 2	Fair 3	Poor 4
1. Courtesy and good manners				
2. Neatness and cleanliness				
3. Cooperativeness				
4. Cheerfulness				
5. Mix well with a group				
6. Honesty				
7. Even tempered				
8. Dependable				
9. Good listener				
10. Unselfish attitude				
11. Posture				
12. Health				
13. Loyal to friends				
14. Sportsmanship				
15. Ability to get along with others				
16. A sense of humor				
17. Ability to adjust to new people and new situations				
18. Broad-mindedness				
19. Generosity				
20. Ambition to succeed				

Personality and You

Personality is what makes you different from everyone else. The way you walk, talk, think, and feel are included in your personality. You need to get a better understanding of your personality. Listed below are some ways people behave and feel.

Put a check beside the ways that you think best describes you.

_____ Like to talk a lot.

_____ Move slowly.

_____ Feel happy most of the time.

_____ Gossip a lot.

_____ Envy no one.

_____ Get angry often.

_____ Love life.

_____ Have few close friends.

_____ Seldom bored.

_____ Laugh a lot.

_____ Wish you were somebody else.

_____ Like to listen while others talk.

_____ Feel sad a lot.

_____ Move quickly.

_____ Like to be alone.

_____ Gossip once in a while.

_____ Glad you are yourself.

_____ Never laugh.

_____ Bored a lot.

_____ Jealous of lots of people.

_____ Tired of living.

_____ Like to be with people.

_____ Have many friends.

PERSONALITY CHECK LIST

	Never	Some-times	Usually	Always
1. I control my temper.				
2. I study hard.				
3. I am friendly with others.				
4. I stand up for what I think is right.				
5. I talk about others.				
6. I do things quickly.				
7. I make friends easily.				
8. I force my opinions on others.				
9. I am good at sports.				
10. I can take orders.				
11. I make excuses for my mistakes.				
12. I accept responsibility.				
13. I make good grades.				
14. I am a "good sport".				
15. I read a lot.				
16. I complete things I start to do.				
17. I get discouraged easily.				
18. My feelings are hurt easily.				
19. I like to do new things.				
20. I laugh at my own mistakes.				

CHARACTERISTICS OF ATTRACTIVE PERSONALITY AND HOW TO DEVELOP THEM

Personality

A. Those things about a person which make him different from another person.

B. Has to do with those qualities of being a person rather than a thing.

Characteristic	How to Develop It
1. Attractive Appearance	1. Keep yourself clean 2. Dress neatly and suitably 3. Avoid gaudy or clashing color in dress 4. Avoid flashy or freak styles 5. Use a deodorant 6. Find suitable hair style 7. Keep nails well groomed
2. Good Posture	1. Head up 2. Shoulders back 3. Free swinging style of walking 4. Deep breathing 5. Systematic exercise 6. Correct sitting posture
3. Good Manners	1. Proper table manners 2. Courtesy to others 3. Consideration for others 4. Respect for the rights of others 5. Avoid talking about others
4. Correct Speech	1. Avoid profanity 2. Use good grammar 3. Pronounce words properly 4. Speak distinctly 5. Avoid slang 6. Use words correctly
5. Self Confidence or Perseverance	1. Ability to stick to it 2. Become a good workman 3. See a job through 4. Mingle with people 5. Be, think, and talk success 6. Practice intelligent conversation 7. Seek acquaintances of those above you 8. Don't boast or talk loudly 9. Do not venture opinions about things you do not understand 10. Have a bank account.

6. Pleasant Disposition and Initiative	1. Ability to see what needs doing and doing it. 2. Practice looking on the bright side 3. Cultivate a friendly disposition toward everyone 4. Do not be a "funny" man 5. Do not play practical jokes 6. Avoid a continuous or silly grin 7. Avoid boisterous talk
7. Agreeableness (getting along with others)	1. Do not be a bully 2. Do not wear a chip on your shoulders 3. Do not gossip or carry tales 4. Avoid unnecessary arguments or quarrels 5. Be reasonable and patient with others 6. Try to understand the other person's point of view 7. Before speaking or acting, consider the effect on the feelings of others 8. Be as courteous to inferiors as superiors 9. Give every man credit for doing his best 10. Aim at constant and hearty cooperation 11. Do what you are supposed to do, when you are supposed to
8. Wholesomeness	1. Do not brag 2. Do not pretend to believe everything you do not believe in 3. Do not be a "yes" man 4. Do not misstate the facts 5. Do not pretend to be something different from what you are 6. Have your honest convictions about matters you are familiar with 7. Express your convictions frankly and tactfully when necessary or advisable 8. Be square 9. Do not betray those who trust you
9. Loyalty or reliability	1. Be trustworthy and dependable 2. Complete work assignments on time 3. Attend regularly and on time 4. Treat your friends the same to their face as to their backs 5. Try to improve your school by trying 6. If you do not agree, be loyal to what you believe 7. If employed, quit if you dislike your work

Six Simple Rules for Developing Healthy Personalities

1. Become genuinely interested in other people.
2. Smile.
3. Remember that a man's name is to him the sweetest and most important sound in the English language.
4. Be a good listener. Encourage others to talk about themselves.
5. Talk in terms of the other man's interests.
6. Make the other person feel important -- and do it sincerely.

Several Things to Consider in Making Friends

1. Friendliness is the art of showing respect and affection toward others.
2. Kindness is an important factor.
3. Thoughtfulness is necessary for a good personality. To consider the feelings of others is one secret to success.
4. A person should be able to laugh at himself and enjoy life fully. Develop a good sense of humor.
5. Practice thinking about the good in others. Don't be a "fuss budget". Inconsiderate remarks often hurt, embarrass, and irritate others.
6. Gossip is the root of many personality problems. Idle tattling is a definition of gossiping. It is a serious personality handicap.

GRADE SELF-APPRAISAL CHECKLIST

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Self-confident				
7. Sensitive				
8. Jealous				
9. Popular				
10. Shy				
11. Clumsy				
12. Show-off				
13. Afraid				
14. Kind				
15. Respectful				
16. Modest				
17. Proud				
18. Lazy				
19. Neat				
20. Prompt				
21. Thrifty				
22. Self-controlled				
23. Accurate				
24. Dependable				
25. Angry				
26. Moody				
27. Considerate				
28. Open-minded				
29. Unreasonable				
30. Alert				
31. Demanding				
32. Industrious				
33. Reliable				
34. Courteous				
35. A Leader				
36. Cooperative				
37. A Follower				

SELF-RATING CHART

Read carefully the statements below; compare yourself with the standards given and place in each square the number that describes you best.

1. Always 2. Usually 3. Generally 4. Sometimes 5. Seldom

Responsibility

____ Am I on time to class and with my work?

____ Do I behave myself in classroom during teacher's absence?

____ Do I bring my materials to class everyday?

____ Must I be spoken to individually because I have not listened to class directions?

____ Was I willing to accept a class office?

____ Do I take part in class discussions?

Inquiring Mind

____ Do I read the directions before asking questions?

____ Do I do more work than is required?

____ Do I use the library regularly?

____ Do I bring things related to the classwork to class?

Social Concern

____ Do I think of how my actions and speech will affect others before I act or speak?

____ Do I keep order in my section of the room by behaving myself.

____ Am I courteous to my fellow students and the teacher?

____ Do I show an active interest in every class activity?

Work Habits

____ Do I do only my own work, without talking?

____ Am I ready to start working as soon as I enter the room?

____ Do I listen and follow directions?

____ Do I work until the job is finished?

WILL YOU STAY IN SCHOOL?

Check either yes or no for each statement.

	Yes	No
1. I have a lot of trouble with my school subjects.	____	____
2. I feel that many students at school don't like me.	____	____
3. I feel that my teachers don't like me.	____	____
4. I have more friends who don't go to school than who do.	____	____
5. I'm too old for the rest of the people in my school.	____	____
6. I don't think my parents care whether I finish school or not.	____	____
7. Other members of my family have not finished school.	____	____
8. I study my lessons very little, if at all.	____	____

MY SCHOOLWORK AND I

	Very Seldom	Usually Yes	Always
1. I like school.			
2. I plan my study time.			
3. I know exactly what the assignment is.			
4. I have a good place to study.			
5. I can keep my mind on my work.			
6. I keep my study tools in order (pencils, paper, notebook, etc.)			
7. I can follow directions.			
8. My teachers help by encouraging the class.			
9. I get my assignments in on time.			
10. I like to learn about things.			
11. I enjoy finding out why things work the way they do.			
12. When the teacher calls on me, I can usually answer the question.			
13. I enjoy talking about new ideas.			
14. I enjoy telling my folks about my school work.			
15. I have a keen desire to be successful.			
16. Usually I can see good reasons for learning an assignment.			
17. I try to make the best grades I can.			

A. Ways People Are Different

1. Physical characteristics

Tall	Posture	Eyes
Short	Grooming	Voice
Slim	Skin color	
Fat	Hair	

2. Emotional needs

Affection - The need to feel we are liked and also the need to like other people.
Achievement - The need to feel we are doing well; to succeed in what we do; to feel that others appreciate us.
Adventure - The need to try new things and to have new experiences.
Security - The need to feel welcome and comfortable with others wherever we may be.

3. Social skills

The need to try to understand why people act the way they do.
The ability to get along with other people.

Resources:

Filmstrips:
"Who Are You" (SVE)
"The Need to Belong" (SVE)
"The Art of Friendships" (SVE)

SRA Booklets:
All About You
How to Get Along With Others

Classroom Discussions:

Handouts:
Student Personal Data Blank
What I Like and Dislike About Myself
Rating Scale for Social Skills
How to Get Along With Other People
How Do You Get Along With Other People

RATING SCALE FOR SOCIAL SKILLS

Skill	Good	Poor	Moderate
1. Do you like people?			
2. Do you like most of the people you know?			
3. Are you a good listener?			
4. Do you make friends easily and keep them?			
5. Do you try to make other people like you?			
6. Do you like to help other people?			
7. Do you express appreciation for what others do for you?			
8. Are you tactful?			
9. Do you work well as a member of a team?			
10. Do you consider that your actions and speech will affect others before you act or speak?			

TRAITS THAT TURN PEOPLE OFF

1. A compulsion to show off knowledge.
2. Exaggerates to the point that it's the next thing to lying.
3. Moodiness. Friendly one day, unfriendly the next.
4. Bossiness. Must run everything.
5. Not reliable. Word is no good.
6. Chronic complainer. Negative attitude about many things. Inveterate crepehanger.
7. Nosy. Asks lots of questions that are none of his/her business.
8. Gossipy. Knows everything about everybody and tells it. Makes you wonder what she is saying about you.
9. Says things in anger then tries to smooth it over by buying a little gift.
10. Always fishing for compliments but never gives any.

HOW DO YOU GET ALONG WITH OTHERS?

	Yes	No	Sometimes
1. Do I get along quite well with most people?			
2. Do I like most of the people I know?			
3. Do most people seem to like me?			
4. Am I always worried about what another person is thinking of me?			
5. Am I interested in listening to the other fellow, rather than just waiting for him to stop talking and listen to me?			
6. Do I always insist on my own way, never changing my ideas to fit in with the others?			
7. Do I often act silly just so people will pay attention to me?			
8. Do I often make up excuses, instead of giving the real reasons for something?			
9. Do I spend much time moping because of something I don't have, like a big allowance or a pretty face or lots of clothes?			
10. When we're making plans, do I think only about myself and never consider other people?			
11. Do I do my share in thinking up ideas and in doing jobs that need to be done?			
12. Am I afraid to meet a new person--even if it's someone my own age?			
13. Do I feel lonely and wish I had more friends?			
14. Do I feel miserable because other people don't appreciate me?			
15. Am I a good sport, even when things don't go my way?			

WHAT WOULD YOU DO IF -

1. You started in school and the other children didn't seem friendly?	____ Pretend not to care. ____ Try harder to be friendly yourself. ____ Keep to yourself.
2. You wanted to go to a party and thought you didn't have the right thing to wear?	____ Sulk, pout, or cry. ____ Not go to the party. ____ Fix up an old dress or suit.
3. Dad asked you to do some job around the house on the day of the Scout picnic.	____ Get mad and make a fuss. ____ Miss the picnic, ____ Ask to do the job another day.
4. Other boys and girls had more spending money than you?	____ Keep away from them when they were spending. ____ Beg parents for more money. ____ Try to earn some money at a part-time job.
5. A friend gets a new bike like the one you've been wanting but can't afford?	____ Try and find something wrong with the bike. ____ Say, "Gee, I'm glad you got it even if I can't have one." ____ Pester Dad to buy you one.
6. If you are asked to sell tickets for a school play instead of playing a part you had hoped to get?	____ Refuse to sell tickets. ____ Criticize the person who gets the part. ____ Do the job of selling tickets the best you know how.
7. If you aren't doing well in one of your classes at school?	____ Blame the teacher. ____ Ask the teacher what to do about it. ____ Try to get out of the class.
8. You had never made a speech before a large audience and were asked to speak on a school program?	____ Refuse to do it. ____ On the day of the program say you are sick. ____ Ask someone who is used to speaking to give you some tips.
9. You envy a brother (or sister) because of some talent that makes him popular.	____ Try and copy the things he does. ____ Criticize him. ____ Develop an ability of your own.

NAME:______________________ DATE:______________________

SENTENCE COMPLETION TEST

1. I feel that my father seldom
2. When the odds are against me
3. I always wanted to
4. To me the future looks
5. I know it is silly but I am afraid of
6. I feel that a real friend
7. Compared with most families mine
8. My mother
9. I would do anything to forget the time I
10. If my father would only
11. I believe that I have the ability to
12. I could be perfectly happy if
13. I look forward to
14. Most of my friends don't know that I am afraid of
15. I don't like people who
16. My family treats me like
17. My mother and I
18. My greatest mistake was
19. I wish my father
20. My greatest weakness is
21. My secret ambition in life
22. Some day I
23. I wish I could lose the fear of
24. The people I like best
25. Most families I know

26. I think that most mothers
27. When I was smaller, I felt guilty about
28. I feel that my father is
29. When luck turns against me
30. What I want most out of life
31. When I am older
32. My fears sometimes force me to
33. When I'm not around, my friends
34. When I was a small child, my family
35. I like my mother but
36. The worst thing I ever did
37. The worst thing that ever happened to me was

A. Ways People Make Adjustments

When you have a problem--when you can't do something you want to do--you can react in one of three different ways.

1. You can avoid the problem by running away. This is called the flight reaction. You use the flight reaction in several ways.
   - -- You make alibis or excuses.
   - -- You pretend the problem doesn't exist.
2. You can fight the problem. You do this by
   - -- Arguing or getting mad.
   - -- Rebelling against trouble.
3. You can compromise.
   - -- Giving in a little bit in order to gain in other ways.
   - -- Adjusting to the situation.
   - -- Making the best of things.

Resources:

Filmstrips: "How to Adjust" (Eyegate)

SRA Booklet: All About You

Classroom Discussions:

Handouts: What Would You Do If?

B. Ways People Make Choices

Everything we do is a matter of choice.
- Turn right or left.
- Drive fast or slowly.
- Work hard or goof off.

These choices set your patterns of behavior and of accomplishment. They greatly influence your life, your success, and your happiness.

1. Personal choices
   - Friends
   - Activities

2. Educational choices
   - High school
   - College or technical training

3. Occupational choices
   - Working with ideas
   - Working with things
   - Working with people

Your success will depend upon the goals you set for yourself and your willingness to work toward achieving these goals. People who do not succeed lack WILL.

Will is that elusive spark that makes the difference between success and failure. More popularly, it's called "get up and go".

Resources:

Filmstrips:	"Choosing Your Career"	(Guidance Associates)
	"What Good Is School?"	(SVE)
	"Which College for Me"	(FOM)
	"Four Who Quit"	(Guidance Associates)

SRA Booklets: What High School Can Do For You
Choosing Your Career

Classroom Discussions:

Handouts: Robert's Loss

SENIOR HIGH SCHOOL SECTION

Grades 10-12

SIXTEEN CONCEPTS OF CAREER DEVELOPMENT

Concept 1 An understanding and acceptance of self is important throughout life.

Concept 2 Persons need to be recognized as having dignity and worth.

Concept 3 Occupations exist for a purpose.

Concept 4 There is a wide variety of careers which may be classified in several ways.

Concept 5 Work means different things to different people.

Concept 6 Education and work are interrelated.

Concept 7 Individuals differ in their interests, abilities, attitudes and values.

Concept 8 Occupational supply and demand has an impact on career planning.

Concept 9 Job specialization creates interdependency.

Concept 10 Environment and individual potential interact to influence career development.

Concept 11 Occupations and life styles are interrelated.

Concept 12 Individuals can learn to perform adequately in a variety of occupations.

Concept 13 Career development requires a continuous and sequential series of choices.

Concept 14 Various groups and institutions influence the nature and structure of work.

Concept 15 Individuals are responsible for their career planning.

Concept 16 Job characteristics and individuals must be flexible in a changing society.

CAREER CONCEPTS/PERSISTING LIFE SITUATIONS

A Cross Reference

Proposed activities in the senior high school section of this guide center around the sixteen concepts of career development. Following is listed each of the twelve persisting life situations and the career concepts which are correlated with each within the guide.

P.L.S. #1 - Learning to Communicate Ideas
Career Concepts: 6, 9, 13.

P.L.S. #2 - Learning to Understand One's Self and to Get Along With Others
Career Concepts: 1, 2, 7, 9, 11.

P.L.S. #3 - Learning to Travel and Move About
Career Concepts: 8, 10, 12, 13.

P.L.S. #4 - Learning to Handle and Adjust to One's Social, Technological, and Physical Environment
Career Concepts: 1, 3, 4, 8, 9, 10, 11, 12, 13, 14.

P.L.S. #5 - Learning to Keep Healthy
Career Concepts: 1, 2, 11.

P.L.S. #6 - Learning to Live Safely
Career Concepts: 6, 11.

P.L.S. #7 - Learning to Earn a Living
Career Concepts: 2, 3, 5, 9, 11.

P.L.S. #8 - Learning Homemaking
Career Concepts: 3, 11, 13.

P.L.S. #9 - Learning to Manage One's Money
Career Concepts: 11, 13.

P.L.S. #10 - Learning Wise Use of Leisure Time
Career Concepts: 3, 5, 11, 14.

P.L.S. #11 - Learning to Appreciate, Create, and Enjoy Beauty
Career Concepts: 1, 7, 11.

P.L.S. #12 - Learning to be a Responsible Citizen
Career Concepts: 1, 2, 3, 5, 7, 9, 14.

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... know that to understand self means to understand all factors that comprise the individual. understand the terms heredity, environment, and self-determination. recognize those personal factors primarily determined by heredity. recognize the changes that take place in an individual's environment from birth until school age. describe those elementary school experiences that made him/her feel good, and those that made him/her feel worthless.
Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes and values.	tell which activities he/she enjoyed in elementary school. recognize the problems in adjustment the students had at the elementary school level. demonstrate how opportunities for making decisions change during elementary school years.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write definitions of terms: heredity, environment, and self-determination.	Careers Guide.
develop definitions for heredity, environment, self-determination.		
list factors influenced by heredity.	Return completed checklist by parents.	
list developmental tasks showing approximate age of of accomplishment.	From teacher-developed list, identify those factors determined by heredity.	
discuss a child's changing environment.		
work with parents to complete a checklist of developmental tasks relating to early childhood development.		
bring in baby pictures and compare with classmate's.		
discuss elementary school experiences.	Evaluate class discussion.	
list favorite elementary school subjects and activities.	Write short paragraph describing elementary school.	
discuss good and bad teachers and reasons why they were either.		
develop a list of choices a student had at the elementary school level. Compare these with preschool choices.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding of self is important throughout life.	The student should... discuss changes that take place within self physically and emotionally during junior high years that help better self-understanding. list common problems encountered in the junior high school period.
Concept 2: Persons need to be recognized as having dignity and worth.	recognize opportunities he/she had for self-determination during the junior high school period.
Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	discuss how his/her interests were met at the junior high school level. list the most and least liked activities and subjects at the junior high school level.
P.L.S. #1: Learning to Communicate Ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
through class discussion, compile a list of common problems of the junior high school student.	From a list of adjustment problems, indicate those that are typical of the junior high school period.	
list opportunities for decision-making at the junior high level.		
use school records to discuss areas where personal problems were experienced in various subject areas. Discuss reasons for these problems.	Write a short theme on how the student has already made decisions that will affect his/her future.	
develop a list of activities participated in outside the school curriculum.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... understand why he/she is in the special education classes to relate his feelings about it.
Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	identify ways in which the high school may be able to meet his needs based on his own interests, abilities, attitudes and values.
Concept 2: Persons need to be recognized as having dignity and worth.	list the goals he has for his high school years.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

Special Education
Social Studies 10
Unit: Understanding Self

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	develop a definition of the term "self".
Concept 2:	write a brief description of himself.
Persons need to be recognized as having dignity and worth.	understand the needs of mankind.
Concept 7:	identify those subjects in school which are the most personally interesting and explain why.
Individuals differ in their interests, abilities, attitudes and values.	identify any personal skills achieved which represent sources of pride.
	express personal opinions about subjects.
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a definition of the term "self".	Maslow's Needs Theory.
develop a definition of self that is understandable and discuss it with the students.		Student Handbook.
discuss factors that make up the whole person.	Write a brief self description.	
	Discuss Maslow's Heirarchy of Needs.	
	Compile a list of the subjects that are personally enjoyed and disliked. Explain why.	
	Write personal opinion of school rules and regulations.	

CONCEPTS	OBJECTIVES
	The student should...
Concept 3: Occupations exist for a purpose.	learn the physical geography of the area. understand that geography can determine types of work. list reasons for early community settlement. understand that the needs of the early settlers helped determine their occupations.
Concept 8: Occupational supply and demand has an impact on career planning.	know important community industries in the 1800's. understand why these industries developed, and recognize the kinds of jobs which resulted. understand the factors that developed the locale into an industrial and service community.
Concept 11: Occupations and life styles are interrelated.	recognize the typical day of an early settler.
P.L.S. #3: Learning to travel and move about. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Identify on a map the major landforms of the area.	Sawdust City Rivers Flow On
discuss the major landforms of the area.		State Historical Society pamphlets.
review early exploration of the area.	Write four reasons for early settlement in the area.	
construct a map showing the major landforms.	Complete a landform map.	"Wisconsin Tales and Trails".
examine slides, pictures, and books depicting earliest area settlements.		Eau Claire City map.
review and discuss reasons why certain industries developed in the area.	Write a paragraph describing the factors influencing the development of the community.	Film "Eau Claire" - Chamber of Commerce.
locate sites of early area settlement and industry.		Stereoscope - pictures of early Eau Claire.
investigate the influence of industry and agriculture on the economic growth of the area.		

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose.	The student should... identify and understand the health, education, and welfare services centered in the area, and recognize how these services provide jobs. recognize the recreational services centered in the area. locate the retail and transportation centers of the area.
Concept 8: Occupational supply and demand has an impact on career planning.	know the major industries in the area. recognize how these industries determine the careers of many area people.
P.L.S. #3: Learning to travel and move about. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... tour local agencies providing health, education, and welfare services.	The student will list services provided by the health, education, and welfare agencies.	Speakers - City-County Nurse, Welfare Worker, Parks and Recreation Worker.
compile a list of local recreational facilities and services used by students. locate on a local map these various facilities. listen to a speaker from parks and recreation.	The student will describe area recreational possibilities. The student will name and locate area retail and transportation centers.	Field trip - city. City handbook.
tour of the area. listen to a speaker from the local Chamber of Commerce. tour some of the major industries of Eau Claire.	The student will list the major area industries and the basic products they produce.	Yellow pages.

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose.	The student should... recognize forces that determine the physical geography of the state. recognize the natural resources of the state which attracted early settlers. understand that certain jobs were created because of the resources available.
P.L.S. #3: Learning to travel and move about. P.L.S. #7: Learning to earn a living.	realize the routes of early exploration in the state. know the areas of early settlement within the state.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a brief paragraph describing the forces that influenced Wisconsin's geographical formation.	Filmstrip on Glaciers.
study relief map of the state and view filmstrips related to the glacial period.		
develop a chart showing types and locations of the state's natural resources.		
complete map showing routes of early explorers.	Complete the map and reports.	
report on the early industries of the state.		
do map work locating early settlements.		

CONCEPTS	OBJECTIVES
Concept 8:	The student should...
Occupational supply and demand has an impact on career planning.	locate the lumbering, railroad, farming, and recreational centers in Wisconsin. show how these centers create a great variety of jobs. name and locate urban centers of Wisconsin.
Concept 11:	compare the industries of the various urban centers with those of this area.
Occupations and life styles are interrelated.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	
P.L.S. #7: Learning to earn a living.	
P.L.S. #12: Learning to be a responsible citizen.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Select one center and describe why it developed.	
participate in a class discussion of how the geography of the state led to the location of these various centers.	Match major industries with their areas.	
locate the areas on a map of the state.		
using a state map, locate the urban centers of the state.		
discuss reasons why these areas became urban centers.		
determine distances from this area.		
develop a chart showing the industries of various urban areas.		

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose.	The student should... understand the local form of government. recognize the purpose for city government. realize the duties of the city manager/ mayor and other local officials.
P.L.S. #12: Learning to be a responsible citizen.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... construct an organizational chart for the city government. attend a city council meeting and discuss.	Complete the organizational chart of the city government.	City Handbook. Field trip - city council meeting.

CONCEPTS	OBJECTIVES
	The student should...
Concept 5: Work means different things to different people.	understand the major reasons people work.
Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	compare personal goals with those of his/her parents and those of the school, and determine what degree of influence the factors have.
Concept 13: Career development requires a continuous and sequential series of choices.	recognize personal goals.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a list of four major reasons why people work.	Personal Code Anthology "The Night Man"
read and discuss, "The Night Man".		Getting a Job Pacemaker Books, PP.1
discuss reasons why people work.		Succeeding in the World of Work, McKnight PP. 1-8
develop a notebook which will contain all completed material for the course.		Learn to Earn, Relayed Instruction, Mafax, PP. 4a-5a
discuss individual goals and evaluate their possible attainment.	Write a brief essay stating major personal goals.	Maturity, Science Research Association
compare individual goals with those of other students.		School Handbook
		Films: 5465 "When I'm Old Enough, Goodbye"
develop a list of typical goals parents have for their children.		0701 "Finding Your Life Work"
through study of the school handbook, determine what the goals of the school are for the students.	From a list of thirty goals, select those which are parent goals and those which are school goals.	
using lists compiled by the students, compare similarities of goals.	List five goals of the parents, school, and students which are similar.	

CONCEPTS	OBJECTIVES
Concept 13:	The student should...
Career development requires a continuous and sequential series of choices.	recognize how he intends to reach his/her selected goals.
Concept 15:	report what he/she has done to reach personal goals.
Individuals are responsible for their career planning.	
P.L.S. #7:	
Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
Class discussion of various methods of obtaining goals.	The student will list the steps he/she intends to take to achieve personal goals. On a checklist of fifteen methods of goal achievement, check those that have been done.	

CONCEPTS	OBJECTIVES
Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... demonstrate his/her ability to be punctual and have good attendance. define what loyalties an employer expects.
Concept 6: Education and work are interrelated.	demonstrate his/her ability to complete assigned tasks. understand how task completion at school relates to task completion on a job.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Record of improved attendance and less tardiness.	Learn to Earn PP. 60a-73a
review previous school attendance records.	List acceptable reasons for absence and tardiness and tell how to report them both at school and on the job.	Employment Office School Records
develop a list of acceptable reasons for tardiness and absence on the job and in school.		World of Work - Your Job and Success PP. 18-20
take a field trip to the state employment service office.		Succeeding in the World of Work PP. 130, 135-137 PP. 127-128
discuss the characteristics of a good worker.		
discuss methods of reporting necessary absence and tardiness.		
collectively develop a definition of loyalty.	List those loyalties an employer has a right to expect.	
list those behaviors which indicate loyalty to an employer.		
use role playing to demonstrate situations which demand employer loyalty.		
discuss reasons for completion or non-completion of assigned tasks.	During the school year, only completed work will be accepted.	P. 125

CONCEPTS	OBJECTIVES
Concept 2:	The student should...
Persons need to be recognized as having dignity and worth.	understand the term "criticism".
	recognize and identify different types of criticism.
P.L.S. #2: Learning to understand one's self and to get along with others.	understand possible behaviors resulting from criticism.
	realize the various health and safety factors of proper grooming involved in being a successful employee.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a definition for the term "criticism".	World of Work - Your Job and Success PP. 23-25
develop a definition of "criticism" through class discussion.		Succeeding in the World of Work PP. 72-73, 102-103
discuss and list reasons for criticism on the job.		
demonstrate through role playing the different types of criticism and the results of each.	From tapes illustrating the types of criticism, have students identify each one.	
discuss reasons for the dominance of negative criticism.	List four examples of reaction of criticism.	
discuss the results of not being able to accept criticism on the job.		
develop a personal grooming checklist.	List five health and safety factors of good grooming on the job.	Succeeding in the World of Work PP. 54-55, 129-130
discuss the relationship of good grooming and health and its affect on job attendance.		World of Work - Your Job and Success PP. 69-70
report on grooming safety factors required in school and compare these factors with job situations.		

CONCEPTS	OBJECTIVES
Concept 6:	The student should...
Education and work are interrelated.	define the following types of wages, i.e., hourly, commission, salary.
Concept 5:	compute and compare hourly wages, salary, commission.
Work means different things to different people.	understand the term "fringe" benefit.
	list six types of fringe benefits.
Concept 1:	identify personal satisfaction gained from work.
An understanding and acceptance of self is important throughout life.	
Concept 15:	list six of the most often considered factors which lead to job advancement.
Individuals are responsible for their career planning.	
Concept 16:	
Job characteristics and individuals must be flexible in a changing society.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... develop in class discussion definitions for hourly wage, commission, salary.	Write definitions of the following terms: hourly wage, commission, salary.	Learn to Earn PP. 77a-83a World of Work - Your Job and Success PP. 109-113
through discussion and written assignments, learn methods of computing wages.	Solve written problems on wages with 75% accuracy.	
discuss and develop a definition for the term "fringe benefit". pick four major industries in the city and investigate their fringe benefits. Discuss and compare the fringe benefits available.	Write a definition for the term "fringe benefits". List six types of fringe benefits.	Learn to Earn PP. 84-86a Succeeding in the World of Work PP. 84 Film: BAVI 3046 "A Good Place to Work"
discuss a list of personal satisfactions an employee may obtain through work.	Write a list of three things that may be considered personal satisfactions of work.	
list, define, and discuss the following: seniority, knowledge of work, quality of work, initiative, perseverance, cooperativeness, ability to think, adaptability, adequacy of training.	List six of the ten most considered factors leading to advancement. Match ten factors with definitions.	Succeeding in the World of Work PP. 87-110 DVR Evaluation Forms

CONCEPTS	OBJECTIVES
Concept 4:	The student should...
There is a wide variety of careers which may be classified in several ways.	categorize local businesses and industry into ten major work areas.
Concept 9:	identify entry occupations in the ten major work areas.
Job specialization creates interdependency.	complete an occupational brief for an entry occupation.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
define the ten major areas of work.	Be able to categorize a list of local businesses and industries into the ten major areas of work.	Charting Your Job Future PP. 38-43
develop a list of local businesses and industries, and categorize these into the ten major areas of work.		
develop a list of typical jobs in these industries, and identify those which are entry occupations.	From a list of thirty jobs, check those which are entry occupations.	D.O.T. Occupational Outlook Handbook Filmstrip: "Factory Workers"
explain the four categories of the occupational brief and discuss the items under each category.	From a list of ten occupations, check those which are entry occupations and complete a brief on one.	Charting Your Job Future PP. 47-51 Film: BAVI #1342 "How to Investigate Vocations"
using the list of entry occupations, complete twenty occupational briefs.		

CONCEPTS	OBJECTIVES
Concept 13: Career development requires a continuous and sequential series of choices.	The student should... list four services offered by the state employment agency. compare the services of the state employment agency with those of private employment agencies. develop a help wanted language vocabulary list. select entry occupations from want ads.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... take a field trip to the Wisconsin State Employment Agency and list the services provided. discuss the procedure for application for services and eligibility requirements.	List four services offered by the Wisconsin State Employment Agency.	Wisconsin State Employment Service. Films: "Finding Your Job" Find the Right Job" "I Want a Job"
make a collection of employment materials from various agencies. compare services and costs of private employment agencies with those of the state agency.	From a checklist of services, indicate those which are offered by the state employment agency and those offered by private agencies.	
examine help wanted ads and compile a list of the commonly used terms and abbreviations. Write definitions for these terms and abbreviations.	Match ninety want ad terms and abbreviations with their definitions.	Getting a Job PP. 49-52 Newspaper want ads.
from copies of area papers, select entry occupations and make a bulletin board.	From a sheet of want ads, circle those which refer to entry occupations.	

CONCEPTS	OBJECTIVES
Concept 10: Environment and individual potential interact to influence career development. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... identify a list of employers for direct contact. list some of the family and friends who might help with job leads. identify the possibilities for employment in the local school system and university. locate the local civil service agency. identify the civil service system as a possible source of employment.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... from the yellow pages, select five employers and list the job offerings in each place. make a cumulative list of all students' lists. construct a list of all employed members of the family and their employers. make a list of employed friends and their employers.	The collection of the completed assignments.	Local telephone directory.
organize a list of the entry occupations in the local school system and university.	Completion of list of entry occupations.	Job listings from local school system and university.
collect civil service employment bulletins and locate entry occupations.	On a unit examination, identify civil service as a possible employer.	Getting a Job P. 48 Civil Service Bulletin

CONCEPTS	OBJECTIVES
Concept 6:	The student should...
Education and work are interrelated.	complete a standard personal data sheet, i.e., resume', etc.
Concept 15:	complete a standard educational data sheet, i.e., resume'.
Individuals are responsible for their career planning.	
Concept 16:	discuss the kinds of work students will be able to complete.
Job characteristics and individuals must be flexible in a changing society.	examine a student-prepared work experience data sheet.
	measure personal skill development through a checklist of skills.
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Completion of personal data sheet.	Succeeding in the World of Work PP. 38-51
through class discussion, develop a list of information considered personal data.		Learn to Earn P. 34a
provide information asked for on the developed list.		
complete the standard personal data sheet.		
complete a standard educational data sheet.	Complete a work experience data sheet.	Learn to Earn P. 36a
discuss the types of work experience included on a data sheet.		Learn to Earn P. 36a
organize a list of the types of information about work experience that should be included.		
complete and discuss a teacher-prepared checklist.	Completion of checklist.	DVR checklist on living skills. Succeeding in the World of Work PP. 149-150

CONCEPTS	OBJECTIVES
Concept 2:	The student should...
Persons need to be recognized as having dignity and worth.	define the term, "personal reference". list four personal references. complete a medical history.
Concept 6: Education and work are interrelated.	complete a state employment service application. list the names of personnel directors of five major employers. list the seven parts of a letter of application. complete all seven parts of a letter of application.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... develop a definition of "personal reference" through class discussion.	Write a definition of the term "personal reference".	Learn to Earn PP. 36a-38a
complete a teacher-made personal reference data sheet.	Completion of form.	
develop a list of questions that might be asked on a medical history.	Completion of a medical history.	DVR application.
develop a vocabulary list of terms used.		
discuss form.	Completion of all parts of the state employment service form.	State employment service application form.
call local employers to obtain the names of personnel directors.		
develop through discussion a list of the parts of a letter of application.	List the seven parts of a letter of application.	Getting a Job PP. 58-68
discuss and complete each part.	Write or type a letter of application.	Succeeding in the World of Work PP. 43-47

CONCEPTS	OBJECTIVES
	The student should... list three methods of obtaining an interview. list and define the four steps in preparing for an interview. list and define the three parts of an interview and complete a personal interview.

Unit: Interviews

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
discuss the following methods of obtaining an interview: personal contact, written application, telephone contact.	List the three methods of obtaining an interview.	Getting a Job P. 66
discuss the following: 1. Knowing time and place. 2. Securing information about the company. 3. Preparing a personal data sheet. 4. Being properly groomed.	List all four steps.	Succeeding in the World of Work PP. 52-66 Learn to Earn PP. 45a-58a
discuss the importance of the following: appearance, what you say, behavior.	Evaluate each interview on evaluation form and tape interviews.	Getting a Job PP. 77-82 "Getting and Keeping a Job" Filmstrip FSS-29
complete a minimum of two practice interviews.		

CONCEPTS	OBJECTIVES
Concept 5: Work means different things to different people.	The student should... identify reasons for rules and regulations on a job.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	On a teacher-made list of rules and regulations, write the reason for each rule and regulation.	Student Handbook.
discuss school rules and regulations. Develop a list of typical rules and regulations found on jobs.		UniRoyal Handbook.
develop a list of unusual rules and regulations which may be related to specific jobs.		
compare reasons for rules and regulations on the job and in school.		
discuss the importance of knowing the rules and regulations of a job.		
construct a bulletin board illustrating safety precautions on a job.		
keep daily time card and log book of activities on the job.		
report on the rules and regulations of various jobs.		
interview administration and form a panel to report on rules and regulations.		School administrators.

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth.	The student should... report the names of his/her co-workers. introduce himself/herself to his co-workers.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Say the names of all classmates.	
learn the first and last names of all classmates.	Have students introduce all speakers during the year.	
role play introductions of self to others.	The students will be able to tell the names of co-workers on their job.	
	Be able to write the first name, last name, and job title of immediate supervisor.	

CONCEPTS	OBJECTIVES
Concept 12: Individuals can learn to perform adequately in a variety of occupations. Concept 16: Job characteristics and individuals must be flexible in a changing society.	The student should... tell what possible changes pertaining to hours, duties, rates of pay, vacations, etc., may take place on the job.
Concept 5: Work means different things to different people. Concept 9: Job specialization creates interdependency.	describe the quantity and quality of work required on these jobs. define the difference between quality of work and quantity.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss changes with employer and report to class. discuss types of jobs which have many changes built into them. Example: seasonal factory workers.	Oral reports on changes related to the student individual work training station.	Speakers - employers.
Participate on a panel to discuss the quantity and quality requirements for various jobs.	Student participation.	
discuss the importance of seeking co-worker's advice on how to improve quantity and quality of work. Example: short cuts, efficiency, etc.	Student participation on panel.	

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 16: Job characteristics and individuals must be flexible in a changing society.	The student should... initiate necessary communication with co-workers.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student reports and panel participation.	
report on typical communication problems. Example: home, work, school, team sports, etc.		
role-play communication problems.		
view filmstrip on communication problems.		
discuss daily communication problems. Examples: job changes, personal needs, co-workers, discussion and listing.	List ten (minimum) typical communication problems.	Filmstrip - Guidance Association Filmstrip - Sears - "The New Man" "The Isolate"

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 16: Job characteristics and individuals must be flexible in a changing society. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... understand positive and negative types of criticism.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student participation.	Guidance association.
role play typical criticism techniques they have experienced.		
interview employers or supervisors on problems in criticism.	Reports and interviews. The student will demonstrate his/her ability to accept criticism on the job.	Problems on the job.

CONCEPT	OBJECTIVE
Concept 7: Individuals differ in their interests, abilities, attitudes and values. Concept 16: Job characteristics and individuals must be flexible in a changing society.	The student should... list ten do's and ten dont's on the job.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student participation in group discussion.	Occupational Essentials
discuss in small groups the do's and don'ts on the job.	Be able to list the do's and don'ts.	
discuss how the do's will be able to help you hold a job.		
develop a master list of do's and don'ts for personal file.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 13: Career development requires a continuous and sequential series of choices. Concept 16: Job characteristics and individuals must be flexible in a changing society. P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... list work habits that help a worker maintain employment.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... evaluate self based on grooming and health habits. evaluate self on attendance and promptness skills. evaluate self on social skills. evaluate self on task completions. rate classmates on grooming, attendance, social skills, and task completion.	List work habits that contribute to job success.	

CONCEPTS	OBJECTIVES
Concept 8: Occupational supply and demand has an impact on career planning. Concept 12: Individuals can learn to perform adequately in a variety of occupations.	The student should... understand reasons for changing jobs. report on job advancement opportunities where he/she is employed. interview parents and report on advancement procedures where they are employed.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... develop through large group discussions a list of reasons for changing jobs within a firm. report on advancement opportunities in the firm where employed. report on advancement procedures at parents' place of employment.	Correctly identify those reasons why people change jobs. (matching quiz)	

CONCEPTS	OBJECTIVES
	The student should... identify the necessary steps to job advancement.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... research and develop reports on advancement procedures in local firms. participate in panel discussion concerning methods of increasing job skills.	Students will list three steps that lead up to job advancement.	Local employers. Vocational school handbook--catalogue.

CONCEPTS	OBJECTIVES
Concept 8: Occupational supply and demand has an impact on career planning. Concept 12: Individuals can learn to perform adequately in a variety of occupations.	The student should... list reasons for changing employers. list the steps to seeking new employment.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... report on reasons they have changed jobs. develop rules to follow when seeking new employment.	Quiz - list reasons for changing employers. List steps to seeking new employment.	

CONCEPTS	OBJECTIVES
Concept 7: Individuals differ in their interests, abilities, attitudes, and values. Concept 11: Occupations and life styles are interrelated.	The student should... discuss the purpose of leisure time activities.
P.L.S. #7: Learning to earn a living. P.L.S. #10: Learning wise use of leisure time.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... prepare an individual report of personal leisure time activities. compile a group list of activities. discuss the benefits of developing a leisure time program. participate in a panel report of inappropriate leisure time activities. review local recreational facilities.	Preparation of report.	

Language Arts - English One

OVERVIEW

Basically exploratory in nature, the sophomore language arts program is centered around the development of an adequate self concept. Units taught are based on three anthologies entitled Maturity, Personal Code, and Getting Along. The anthologies provide a student with a personal log in which reactions to reading as well as creative written thoughts may be recorded.

Other units taught include How to Study, and The Library and Its Uses. Scope, a weekly literature magazine, is used in developing reading, writing, and vocabulary skills.

(See Career Development Concepts 1, 2, and 7.)

RESOURCES

Maturity, Scholastic Scope Press
Personal Code, Scholastic Scope Press
Getting Along Together, Scholastic Scope Press
Action Series, Scholastic Scope Press
Scope Magazine
Local Newspaper.

LANGUAGE ARTS 10

The individual reading skill development program is an integral part of concept one, the development of an adequate self-concept.

The program is designed to establish a positive attitude toward reading and extinguish the fears and hesitancy based on previous experiences.

Concept six, education and work are interrelated, recognizes the student's need to achieve to meet future employment requirements.

Wisconsin's special education curriculum uses Persisting Life Situations of which numbers one and two, learning to communicate ideas, and learning to understand oneself and to get along with others, are stressed in the reading skill development program.

NOTE: The "Action Series" is a skill building basic reader unit. The use of this series provides daily reading exercises and review of basic skills and improvement of comprehension.

The purpose of its use is to provide sequential development of reading skill centered around the unit theme of self-concept and interpersonal relations.

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 7: Individuals differ in their interests, abilities, attitudes and values.	The student should... identify his potential in the area of communication skills.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... participate in diagnostic and achievement tests in the following areas: reading skills handwriting skills writing skills develop an individual profile of his/her communication skills. develop a list of goals to achieve in language arts. develop a program of skill development; list topics to be covered.	Developing of individual student profile.	Illinois Test of Psycholinguistic Abilities. Spache - Tests of Reading Skills. Polche Basic Vocabulary Checklist. Wide Range Achievement Test. Palmer Writing Skills.

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated. Concept 7: Individuals differ in their interests, abilities, attitudes, and values. P.L.S. #1: Learning to communicate ideas.	The student should... understand the need for reading: 1. on the job 2. in school 3. daily living.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... list and compare the reading needs of various occupations: ordering, specialized vocabulary, written directions, preparing reports, for advancement. discuss the needs for reading in various high school classes. discuss the non-reader in school. discuss the kinds of reading he does or sees other people do in daily living.	Student participation in class discussion.	Our American Language Globe Press. Vocational English Book I Globe Press.

CONCEPT	OBJECTIVES
Concept 6: Education and work are interrelated. Concept 7: Individuals differ in their interests, abilities, attitudes and values.	The student should... be able to express how his reading problems have affected him. be able to establish personal goals in the area of reading achievement.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student participation in class discussions.	
report on past school experiences in reading program.	Student developed programs for reading improvement.	
make a list of methods used to conceal reading problem.	Acceptance and usage of tutors and resource materials.	
discuss opportunities missed due to reading problems.	Development of a personal program for reading improvement.	
review past performance (test scores).		
develop a list of resources available to the class.		
organize a tutor-helper program within the class to assist reading program.		
volunteer and develop a schedule for use of teaching machines.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... be able to tell how study habits are important. demonstrate ability to follow directions.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

Special Education
Language Arts 10
Unit: Study Skills

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student participation will be used for evaluation.	Basic Reading Skills Scott Foresman
through classroom discussion determine his/her own method of study.	Write a brief plan for improving study habits.	
relate previous experiences involving good and bad study habits.		
develop a list of study skills that will be discussed and worked on.		
discuss importance of being able to follow directions: a. in school b. on the job.	Check student's daily ability to follow directions in class.	
give examples of oral and written directions.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... develop the ability to skim written material to locate specific information. will be able to summarize material which has been read.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Evaluation will be based on the student's ability to quickly find information in all study areas.	*Basic Reading Skills* *Scope* *Action*
quickly find answers to specific questions about written material in a limited amount of time.		
practice skimming in other subject areas.		
have students write brief summaries of stories read.		
orally summarize materials read.		
write summaries of trips taken.		
weekly summarize accomplishments in school.		

CONCEPT	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... be able to complete a simple written outline.
P.L.S. #1: Learning to communicate ideas.	

Special Education
Language Arts 10
Unit: Outlining

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... through class discussion develop the basic format for an outline. discuss reasons for outlining materials. develop and write meaning for terms: main headings sub headings. complete outlines of paragraphs, chapters, etc.	Have student complete outline with material supplied by teacher. Outline chapters in texts for science or social studies.	Basic Reading Skills P. 143-147 Texts from other subjects.

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... be able to use the index of a book. be able to use the table of contents.
P.L.S. #1: Learning to communicate ideas.	

Special Education
Language Arts 10
Unit: Reference Books

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Using a teacher-made test, locate pages on which specific information is found in a particular book.	Basic Reading Skills
examine index of various books in the classroom.		
use indexes to locate various materials in books.	Teacher test.	
arrange topics in the order they would be found in an index.		
define purpose of the table of contents.		
locate table of contents in various books.		
discuss organization of tables of contents.		

CONCEPT	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... understand that a glossary is an alphabetical listing of special words or terms with definitions and comments. be able to read various maps, charts, diagrams, and graphs found in books, magazines, etc.
P.L.S. #1: Learning to communicate ideas.	

Special Education
Language Arts 10
Unit: Reference Books

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
locate glossary in various texts.	Locate definitions in glossaries.	_Basic Reading Skills_ Texts from other areas.
collect materials from papers, magazines, books, and etc.	Completion of exercises in _Basic Reading Skills_.	_Basic Reading Skills_ Any maps, diagrams, charts, etc., provided by students.
explain to class what the reasons are for the use of maps, diagrams, etc. (i.e., put much information into short form).		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... be able to use the dictionary.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Completion of Exercises in Basic Reading Skills.	Basic Reading Skills
discuss guide words and their purpose in a dictionary.	Teacher prepared tests on skills.	Dictionaries.
demonstrate how words are divided into syllables in a dictionary.		
discuss pronunciation key in dictionary and pronunciation as shown by each word.		
select appropriate meaning of words from words having more than one meaning.		
discuss how parts of speech are shown in a dictionary.		
discuss how pictures and diagrams help in a dictionary.		

CONCEPTS	OBJECTIVES
Concept 6:	The student should...
Education and work are interrelated.	recognize the main ideas of stories read. be able to write the main ideas of the stories read.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Completion of exercises in the Action series.	Action, SBS
read stories from "Action" series and select from a list of main ideas the one appropriate to each story.		there are 22 lessons which include main idea identifications.
after reading stories, write in a sentence the main idea of each story.		Scholastic Book
through class discussion, identify the best main idea from those suggested by the students.		Basic Reading Skills Scott Foresman, P. 74

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... use context clues to obtain definition of words.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss the possibility of words having a variety of meanings. write meanings for teacher selected words. select correct meanings of words with more than one meaning by using clues from context of sentence. use words in sentences showing variety of meanings for the same word.	Teacher prepared test on definition from context clues.	_Action_ Lessons #3, 40, 41, 61, 63, 64, 76. _Mott_ 901 A-B _Basic Reading Skills_ Scott Foresman PP. 7

CONCEPTS	OBJECTIVES
Concept 6:	The student should...
Education and work are interrelated.	remember sequence of events in stories read.
	put events from stories in proper sequence.
P.L.S. #1: Learning to communicate ideas.	

Special Education
Language Arts 10
Unit: Comprehension

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... after reading stories, put a list of events in correct sequence. answer questions about stories such as, "What happened first, etc." using a list of events, put them in a logical sequence. discuss and define the term "sequence".	Put events in correct sequence from list of statements. Completion of exercises in text.	Action lesson #11, 16, 21, 26, 32, 39, 40, 44, 46, 51, etc.

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... select proofs from statements in story. recognize fact and opinion statements made in story.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss difference between the meanings of fact and opinion. select statements from stories read to prove facts. from lists of statements select those which are facts. list proofs for the facts selected. have students make statements and attempt to prove or disprove them.	Students prove statements in discussion. Select statements from stories to prove statements.	Action Lessons #22, 31, 39, 44, 46, 51, 56, 60, 62, 66, 73, 75, 77. Basic Reading Skills P. 106, 110, 115.

CONCEPTS	EVALUATION
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... recognize correct inferences and make correct inferences from statements made in stories.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... make inferences from stories read. discuss variety of inferences and how we know which is the correct inference. make statements which show inference and have others discuss what is being inferred.	Class discussion.	Action Lessons #50, 51, 56, 60, 62, 66, 72, 75, 77. Basic Reading Skills P. 112

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... identify specific details from material read.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... answer specific questions about details of stories read after reading stories. look for specific details in stories based on questions asked before reading.	Class Discussion.	*Action* lesson #28, 52, 63.

CONCEPTS	OBJECTIVES
Concept 6:	The student should...
Education and work are interrelated.	recognize compound words. be able to recognize, read and write contractions.
P.L.S. #1: Learning to communicate ideas.	be able to write common abbreviations.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Identify compound words from lists.	Action lessons #2, 3, 13, 60, 62, 17, 45, 52, 53, etc.
discuss meaning of compound words.	Complete exercises from Mott.	Mott Series 600A-B
select compound words from selections.		
write definitions for compound words.		
write sentences using compound words.		
discuss meaning of contractions.	Completion of exercises.	Action Lessons #32, 66, 74, 58, 64.
match contractions with words.		Mott 600A-B
write contractions in sentences.		
through class discussion compile list of abbreviations.	Write abbreviations for teacher-made list.	Action Lesson #75
write sentences substitu ing abbreviations where possible.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... be able to correctly use the vowel sounds. be able to say the common consonant sounds and blends.
P.L.S. #1: Learning to communicate ideas.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Completion of exercises.	Mott 300A, 300B
review the long and short vowel sounds.		Action lessons 6, 16, 7, 20, 72, 54, 50, 45, 8, 76, etc.
read words using correct vowel sounds.		
mark short and long vowels in words.		
make lists of words containing various vowel sounds.		
list common blends and words in which they occur.	Completion of exercises.	Action Lessons #21, 26, 46, 61, 74, 34, 51, 68, etc.
write sentences using words with blends.		Basic Reading Skills PP. 36, 41, 47, 54.

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... be able to identify prefixes and suffixes and know their meanings.
P.L.S. #1: Learning to communicate ideas.	be able to carry on oral discussion.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... write definitions for prefixes and suffixes. use words containing prefixes and suffixes in sentences. throughout series opportunities are given for story telling, role playing, and oral reading of plays, etc.	Completion of Mott exercises.	Mott 600A-B Basic Reading Skills P. 33.

Language Arts - English Two

OVERVIEW

The junior year language arts program is directed toward continuing development of basic communication skills. Units are centered around occupational settings and interpersonal relationships.

A student is given the opportunity to use communication skills in his/her daily classwork. Although subject matter areas are the same for all students, materials used are geared to individual ability levels.

Units taught include Starting Work, On The Job, Keeping the Job, Working for the City, and Time Out for Leisure. These units develop the skills of communication and also introduce the student to the world of work.

(See Career Development Concepts 1, 2, 3, 4, 6, 12, and 15.)

RESOURCES

New Rochester Occupational Reading Series, Science Research Associates, Inc.

Scholastic Scope.

LANGUAGE ARTS 11

The junior level language arts program repeats the central theme of self-concept and personal improvement. "Maturity" is used as a basal text and provides an avenue of written and oral expression. The class emphasis is the exploration of what are mature behaviors and how they are developed.

The selection of "Maturity" was made to further concepts one, understanding and acceptance of self, and two, persons need to be recognized as having dignity and worth.

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	be able to tell in what way he is like other people in the world.
Concept 2:	
Persons need to be recognized as having dignity and worth.	be able to describe the type of person he would like to be.
P.L.S. #2: Learning to understand one's self and to get along with others.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a self description.	Maturity and Maturity Log Book
discuss the basic drives that are essential to all people: food, love, shelter, family, success.	Complete a personality type checklist.	
discuss in what ways each student is different.	Write a list of objectives for improving one's self.	
write a paragraph describing yourself, physically, mentally, emotionally.		
describe what an ideal you would be like.		
discuss methods of becoming the kind of person you would like to be.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... discuss relationships within his family.
Concept 2: Persons need to be recognized as having dignity and worth.	
Concept 7: Individuals differ in their interests, abilities, attitudes and values.	
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

Special Education
Language Arts 11
Unit: Family Relationships

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... either orally or in writing describe the members of his family. discuss the roles played by each member of the family. develop a list of constructive ways each student might contribute to family relationships. discuss approaches to problems which may arise in family situations. role play father and mother and how to react to problems of raising children. describe what you would or would not do if you were a parent.	Completion of written materials and discussion in class.	Maturity PP. 44-58

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 6: Education and work are interrelated. Concept 13: Career development requires a continuous and sequential series of choices.	The student should... understand the reasons for going to school.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #12: Learning to be a responsible citizen.	

Special Education
Language Arts 11
Unit: Why Go To School?

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... through class discussion develop a list of ways school may be helpful to you in the future. discuss what things you have learned in school so far which have aided you in any way. discuss ways in which you feel school could be made more meaningful and provide what you need.	Based entirely on class discussion and pupils' participation in the same.	Maturity School Guide

CONCEPTS	OBJECTIVES
Concept 2: Persons need to be recognized as having dignity and worth. Concept 16: Job characteristics and individuals must be flexible in a changing society.	The student should... develop the ability to deal with adversity in a mature manner.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #12: Learning to be a responsible citizen.	

Special Education
Language Arts 11
Unit: Accepting Adversity

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read and discuss stories from the Maturity Series. describe fictitious and real situation of adversity and methods of coping with them. relate how they have reacted to adversity in the past.	Teacher create situation and ask students to write their reactions to them, i.e., written paragraphs showing problems and not solutions.	Maturity, P. 92-114 Log Book

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	be able to express what he feels and thinks.
Concept 2:	
Persons need to be recognized as having dignity and worth.	
Concept 7:	
Individuals differ in their interests, abilities, attitudes and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... complete questionnaire in Maturity Log Book, P. 22. discuss results of the questionnaire. read poem, "Mass Production". discuss student's interpretation. give short talk on one topic related to the student's feelings and opinions, i.e., Why I believe....... discuss what "Growing Up" means. write replies to questions from advice wanted column in local paper.	Completion of exercises in Maturity Log Book.	Maturity Local papers.

CONCEPTS	OBJECTIVES
Concept 13:	The student should...
Career development requires a continuous and sequential series of choices.	develop a plan for his future.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss what the students will consider being successful. read "The Road Not Taken". discuss the importance of decision making. discuss "If you could have any one thing you asked for in your life, what would you choose? Why?"	Write a brief essay on what your plans are for the future.	Maturity Series

Language Arts - English Three

OVERVIEW

The senior year language arts program is correlated to the student's need to communicate on the job, and job seeking skills. The students review letter writing, application forms, and personal data sheets.

Additional emphasis is placed on developing leisure reading skills through the use of popular magazines and library resources and controlled vocabulary classics.

(See Career Development Concepts 6, 7, and 11)

RESOURCES

Classic Series - Scott, Foresman and Company

Magazines - Scope, Hot Rod, Rod and Gun, Field and Stream, Teen, Ingenue, and Seventeen.

Selected Novels - Shane, Call of the Wild, Huckleberry Finn.

Vocational English, Book I and II

Communication Series - Turner-Livingston

LANGUAGE ARTS 12

The senior level language arts class is designed to provide the student with additional writing and reading experience in the area of personal choice. The novels and activities selected express the theme of positive self development. The student is exposed to highly readable material and required to respond through oral and written expression.

The career education concepts correlated to this material are: Concept 1: An understanding and acceptance of self is important throughout life; Concept 2: Persons need to be recognized as having dignity and worth; Concept 7: Individuals differ in their interests, abilities, attitudes, and values; Concept 10: Environment and individual potential interact to influence career development; and Concept 11: Occupations and life styles are interrelated.

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values. P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... through a variety of reading selections, explore the attitudes of others toward solving personal problems and making choices in their life styles. develop an understanding of the components of a strong positive self-concept. understand that decision making is a learned process. understand that his/her attitude determines personal future growth. through reading, see how others have solved problems. be able to express through oral or written expression his/her hopes for the future.

LEARNING ACTIVITIES

The student could...

read The Red Pony.

discuss and/or write how the young boy learns to face and handle his problems.

discuss and/or write about the personal problems the family have had to face and how they solved them.

develop a list of typical problems a teenager must overcome in order to develop a mature attitude.

read Jonathon Livingston Seagull.

discuss and develop how change, growth, and education never end.

discuss and/or write a theme on how not setting goals prevents people from changing and growing.

discuss post high school educational plans.

read The Call of the Wild.

describe the characters portrayed that have an influence on the dog's life.

list the positive influences and the negative influences on the dog's life.

describe and compare how devotion to a job or person can affect greater achievement from workers.

list the positive influences on their lives, people, or events.

write a theme on a single event or person that influenced their lives.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... in Shane, discuss the problem of overcoming handicaps of past experience, (reputation). in Shane, the adolescent picture of Shane changes and shows maturation; discuss what changes take place. in Shane, discuss how work is presented as good. in the scene that shows Shane and the farmer removing a tree stump, interpret what the stump represents. write a new ending to Shane, or write a theme describing Shane's past. write a theme comparing the life style of the main character in Pearl to modern man's wide field of choice in career planning. discuss and/or write how the pearl changed the attitudes of the main character toward his son's future. read Flowers for Algernon. discuss and/or write about society's attitude toward handicapped individuals. develop a list of problems handicapped individuals face in our society.	Class participation in discussions. Written themes. Development of class listing projects.	Novels: Shane The Pearl The Red Pony The Call of the Wild Flowers for Algernon To Build a Fire Jonathon Livingston Seagull Records: To Build a Fire Maturity - introduction - (Scholastic Press) Film: "Charley" Scope Magazine

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes and values.	The student should... develop an understanding of problems in gaining acceptance from others. be able to provide proper definitions of pride, revenge, shame, and cruelty.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Written material (paragraphs, themes).	Getting Together
read "The Prom" in Getting Together.	Oral participation.	Scholastic Press.
discuss and/or write their reactions to Dick Gregory's problem of being rejected.		
discuss methods that could be used to gain acceptance.		
develop definitions for vocabulary terms.		
role play restaurant scene and allow students to create their own reactions.		

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	understand how to select and develop friendships.
Concept 2:	be able to define the term "friendship".
Persons need to be recognized as having dignity and worth.	be able to list the characteristics of a good friend.
Concept 7:	
Individuals differ in their interests, abilities, attitudes, and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Written material.	Getting Together
read "Come Go With Me".	Class participation.	Scholastic Press.
discuss and/or write about what factors they use to judge other individuals.	Teacher-made quiz.	
discuss and list the problems of a new student in class and how they are accepted.		
write or discuss the problems that develop with cliques.		
discuss and/or write about how high school has allowed them to develop new friends.		
discuss and/or write about how special education class has helped or prevented new friendships.		

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	understand the role of peers, culture, and parents in developing a definition of manhood.
Concept 2:	understand how self concept affects definition of manhood.
Persons need to be recognized as having dignity and worth.	
Concept 7:	
Individuals differ in their interests, abilities, attitudes and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Written material.	Getting Together Scholastic Press
read "To Be A Man", play form.	Class participation.	
develop a definition for manhood.	Teacher-made quiz.	
discuss and/or write about problems in defining manhood.		
discuss and/or write about how environment influences definition of manhood -- other cultures' definitions.		
study the goals of woman liberation movement.		
develop a list of competencies that fit definition of manhood.		
develop list of positive and negative peer pressures on a teen's life style.		
list/or discuss parental influences on adolescents in determining definition of manhood.		

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	develop an understanding of the meaning of friendship.
Concept 2:	determine the responsibilities they have to their friends.
Persons need to be recognized as having dignity and worth.	
Concept 7:	
Individuals differ in their interests, abilities, attitudes and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Class discussion	Getting Together Scholastic Press
read "Three Minute Friendships".		Student experiences.
discuss friendship. List the responsibilities a friendship demands.		
discuss similar situations they have faced and their responses.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... list the goals they have for school. be able to determine what school and city resources have been developed for their benefit.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Written material.	Student experiences.
read "A Tough Decision" in play form.	Class participation in discussion.	Student School Handbook
discuss and/or write what the student interprets to be the reasons for the main character's decision.		Parks and Recreation Dept.
evaluate the decision and develop a list of alternatives.		Getting Together Scholastic Press
develop a list of extra-curricular activities that benefits their development of social and recreational skills.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... develop an awareness self-concept needs. recognize that individuals differ in their needs.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Class participation; written work.	Getting Together Scholastic Press
read "The Poolroom".		Student experience.
write and/or discuss the reasons Hymic changed into a social delinquent.		
discuss the reasons persons need to dominate other individuals.		
discuss what reactions the students would have had, had they been present.		

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	develop an understanding of the important factors to consider in relationships with the opposite sex.
Concept 2:	
Persons need to be recognized as having dignity and worth.	develop an understanding of typical stereotypes of the sexes.
Concept 7:	
Individuals differ in their interests, abilities, attitudes, and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	From a teacher-developed checklist, check those qualities or descriptions that would best describe a desirable date.	Getting Together Scholastic Book Services PP. 42-92
read "Initiation" Getting Together.		
discuss the following factors in regards to the selection of a date: 1. How important are looks? 2. How important is dress? 3. What kind of personality would you want your date to have?		
read "Sunday Afternoon"		
discuss and compile a list of "gripes" about the opposite sex.	Write a short paragraph on "gripes" about the opposite sex.	
discuss whether the "gripes" are fact or opinion.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... develop an understanding of the various concepts of "love".
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read "What Is This Thing Called Love". through class discussion, attempt to write a brief definition of the term "love". discuss reasons for going steady. discuss importance of looks and love. discuss age differences and relationship to love. discuss: "Can love change people's habits?". discuss ways of showing love.	Evaluation is based on classroom participation in discussions. Students may write a short description of love.	Getting Together

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... understand the importance of not revealing privileged information if it may hurt someone.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read and discuss "The Investigation". discuss the reasons behind George's wanting to find out about Andy's past, i.e., jealousy. discuss why George tells Chris about Andy. discuss when information about another person should be shared and when it should not. discuss the effect of past experiences on future.	Write an opinion on whether George did the right thing or not.	Getting Together Scholastic Book Service

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... show the importance of having an accurate understanding of yourself.
Concept 2: Persons need to be recognized as having dignity and worth.	
Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read "One Big Night". discuss the reasons for blind dates and students' opinions of whether they are usually good or bad. discuss how the narrator's role changes at the end of the story. discuss what feeling Junie Jo has on the bus ride.	Write what you feel Junie Jo's opinion was of her date. Participation in class discussion.	Getting Together Scholastic Book Service.

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	understand problems involved in being separated from loved ones.
Concept 2:	
Persons need to be recognized as having dignity and worth.	understand that people mature emotionally at different rates.
Concept 7:	
Individuals differ in their interests, abilities, attitudes, and values.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read "Just Talking to a Kid". discuss the problems resulting from being separated from your loved ones due to being drafted. discuss and define the term "grown up". discuss why some people "grow up" faster then others. discuss problems of relationship with the other sex when one person is more "grown up".	Write a definition of "grown up" or mature. List characteristics of a "grown up" person.	Getting Together Scholastic Book

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... understand possible problems related to teenage marriages.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read "Teenage Marriage, Will It Really Work?" hold class discussion on the reasons so many teens marry. compile a list of problems that might arise: a. money b. halt to education c. adoption of living habits. discuss factors in a teenage marriage that works. have a panel discussion on the question, "Should Teenagers Marry".	Have students write a paragraph telling why teenagers should get married or why they should not.	Getting Together Scholastic Book Service

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... understand that all families have troubles at one time or another.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

Special Education
Language Arts 12
Unit: Understanding Your Family

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read, "Four Families With Problems" as a sample of typical problems. in "City Trap", discuss the effects of poverty on the relationships within a family. discuss whether P.J. should leave home. "Caught in the Middle" - discuss the position in the family and how it relates to how a child is treated. "Old Ways and New" - discuss obligations of children to become what their parents want them to. "The Rebel" - discuss methods used by children to rebel against parents. list reasons children rebel against parents.	Evaluation is based on how well the students are able to relate their own problems and discuss methods of coping with them.	Getting Together

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... understand the problems faced when a teenager runs away from home.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write what you would tell someone who you knew was going to run away.	Getting Together
read "Runaways".		
through discussion of story, compile a list of reasons teenagers run away and what they are looking for by running.	List other methods of dealing with problems rather than running away.	
bring in newspaper articles in regards to what happens to runaways.		
have students relate personal experiences with friends who have runaway.		
discuss alternatives to running away from home.		
discuss legal aspects of running away.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values. P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... understand the problems faced by unwanted pregnancy and decisions that must be made.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read "The Awful Silence". discuss the following decisions which may have to be made if a teenage girl becomes pregnant: 1. marriage or not? 2. abortion? 3. keeping child or giving up for adoption. discuss how the situation may affect other members of the family, i.e., mother and father.	Based only on class discussion.	Getting Together

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	The student should... be able to make decisions in regards to family problems.
P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Completion of the activities.	Getting Together Scholastic Book Service
read "What Do You Think".		
after reading each of the four short plays, have students either write or tell how they would handle each situation.		
read "The Contest".		
discuss reasons why a son feels it's necessary to prove to his father he is a man.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 2: Persons need to be recognized as having dignity and worth. Concept 7: Individuals differ in their interests, abilities, attitudes, and values. P.L.S. #1: Learning to communicate ideas. P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... be able to understand the affects of loneliness. be able to understand the difference between loneliness and being alone. be able to use positive techniques and alternatives to prevent loneliness.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student participation.	Getting Together Scholastic Press
read "The Broken Places" and "Loneliness".	Written work.	
develop a list of possible problems that could have caused Barbara's problem.		
write and/or discuss what personal problems have resulted in a feeling of loneliness.		
write their description of loneliness.		
develop a list of techniques to defeat a feeling of loneliness.		
describe and compare withdrawal and loneliness.		

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	identify his level of achievement in the area of mathematics skills.
Concept 6: Education and work are interrelated.	discuss and develop possible goals to be obtained in mathematics for the coming year.
Concept 7: Individuals differ in their interests, abilities, attitudes, and values.	
P.L.S. #2: Learning to understand one's self and to get along with others.	
NOTE: The basic mathematics program is centered around individual instruction, but many group activities are beneficial to provide class unity and periods for group discussion and demonstration.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... participate in diagnostic and achievement testing in basic math skills, i.e., addition, subtraction, multiplication, division, written problems. develop student and class profile chart. discussion of possible programs for mathematics remediation. evaluate materials and procedures available.	Class planning of mathematics improvement program.	Wide Range Achievement Test. Mathematics For Achievement (achievement test) Practical Mathematics (diagnostic tests) Teacher-Made Profile Chart.

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... understand the base 10 system of mathematics. 1. associative 2. distributive 3. communicative 4. identity element
Concept 6: Education and work are interrelated.	identify the four basic properties of mathematics in addition, subtraction, division, and multiplication.
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

Special Education
Mathematics I
Unit: Basic Skills

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Develop charts illustrating early mathematics systems.	Mathematics for Achievement I and II, Houghton Mifflin
investigate the history and growth of mathematics.	Develop number charts of base systems other than base 10.	Filmstrip: History of Mathematics
study early counting systems.	Unit - teacher-made quiz.	Teacher-made overhead projector transparencies.
study the introduction of symbols and manipulation of math symbols.		The Story of Numbers Symbols and Space Golden Press
study the basic properties of the arabic numeral system.		
study computer language, base two.		
develop a series of base charts, one through thirteen.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 6: Education and work are interrelated. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	The student should... recognize the importance of mathematics skills in everyday business.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Class completion of chart listing mathematics skills used in business.	Assorted Business Math textbooks.
collect a varied amount of sales slips and order forms from community businesses, i.e., McDonalds, Henrys, Sears, Penneys, Service Stations, Catalog order forms.	Development of sales slips, sales reports, and ordering forms.	Cash register manuals. Fieldtrips - businesses, training films - Sears, Pennys. Catalogs - order sheets.
develop specialized order forms for well known businesses copying that of McDonalds.		McDonalds - order blanks. Mathematics for Achievement I-VIII Houghton-Mifflin.
practice using cash registers in demonstration at local business (Sears, Wards).		
gather manuals from cash register sales offices that teach how to use their registers.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... list the many different types of math skills found in a list of entry level occupations. state the kinds of math necessary to succeed on the job (entry occupations).
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Teacher-made quiz.	
compare a class-made list of every day math skills to a list of entry occupations.	Class development of master list of occupational math skills.	Mathematics for Achievement I-VIII, Houghton-Mifflin Occupational Outlook Handbook, U.S. Printing Office
participate in a panel discussion of work-study level students, about math on the job.	Report from Occupational Outlook Handbook on three entry occupations and mathematics necessary to succeed on the job.	Speaker - Work-study level student, senior class Topic - "Math on the Job".

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose. Concept 6: Education and work are interrelated.	The student should... list those entry occupations that are salaried. compute the hourly wage of a salaried position. compare entry occupation of salaried and hourly wage jobs.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student reports.	Occupational Outlook Handbook
develop a list of several area salaried entry occupations.	Quiz - Computation of hourly rates of salaried positions.	Dictionary of Occupational Titles
prepare a report of salaried entry occupations from the Dictionary of Occupational Titles and Occupational Outlook Handbook. Compute actual hourly rates of salaried positions. Compare salaried to hourly wage entry occupations.	Quiz - comparison of hourly wage and salaried positions.	Pamphlets on specific jobs. Sextent series.

CONCEPTS	OBJECTIVES
Concept 6:	The student should...
Education and work are interrelated.	compare the services and interest rates of a bank, credit union, and loan agencies.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	
P.L.S. #7: Learning to earn a living.	

Special Education
Mathematics II
Unit: Borrowing

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Multiple choice test, comparing credit unions, banks, and loan agencies.	Telephone directory.
list the names of various area credit unions.		C.U.N.A. pamphlets.
determine what services credit unions offer.		Credit union applications.
compare the services of a credit union, a bank, and a loan agency.		
determine what interest rates are typical of a credit union.		
fill out application for credit union.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... determine the actual cost of owning a car. evaluate used cars to determine value.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Describe what should be checked on a used car before purchase.	Local auto dealers' contract
develop through reports and class discussion how to evaluate a used car, motor, transmission, body, and tires.		
discuss typical guarantee and warranty plans available.		Better Business Bureau.
study contracts from local car dealers.		
discuss and list the reasons students obtain a car.		AAMA Blue Book of used car prices.
determine the usual price that a high school student pays for a used car.		Consumers Bulletin (How to select a used car) Newspaper (local)
develop through panel reports: the cost of - a. insurance b. maintenance c. gasoline	Student reports.	
Where to buy a car - a. private owner b. large dealer c. small dealer		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... do comparative shopping.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Have student comparative shop during field trip.	Newspaper ads.
discuss discount and low price stores.		Consumer bulletin (annual).
compare discount stores to specialty stores in the community.		Catalogs. Follett Press.
compare small local stores to national chain stores.		Turner Livingston Series.
take a field trip to a local shopping center.		Magazine articles - consumer education.
report on consumer education.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... understand how to compute common measurement.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		Turner Livingston - "measurement"
take a pretest of measurement skills.		Cookbooks.
practice measurement of square foot and yard.		Pamphlets from local businesses on painting, carpeting, and paneling.
practice measurement of liquid and dry measurement.	Test - compute cost of carpeting, painting, and paneling.	Bus schedules.
compute miles per hour and miles per gallon for cars. Use map to practice measuring in miles, cost of travel, etc.	Test - compute quantities for recipes, etc.	State maps.
	Determine cost of traveling by car, bus, plane, and compare.	

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose. Concept 6: Education and work are interrelated.	The student should... list the reasons car insurance is required in most states. list the different kinds of auto insurance coverage.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

Special Education
Mathematics II
Unit: Automotive Mathematics

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student will correctly define the state requirements for auto insurance.	State drivers manual.
discuss the personal liability of a car owner.	Student will work problems computing different types of automobile coverage.	Newspaper articles.
review state requirements for auto insurance.		Magazine articles.
study and correctly complete an automobile insurance application.		Consumers Bulletin.
listen to a speaker explain auto insurance regulations of state, and also describe his/her job and its responsibilities.		Speakers: a. Motor Vehicle Department representative b. Insurance adjuster c. American Family Insurance representative
review related auto insurance occupations, i.e., adjusters, body repairmen, etc.		

CONCEPTS	OBJECTIVES
Concept 3:	The student should...
Occupations exist for a purpose.	list the different forms of life insurance.
Concept 6:	
Education and work are interrelated.	
P.L.S. #1: Learning to communicate ideas.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	
P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student reports.	General Math.
report on typical types of life insurance. Explain the different needs.	Quiz - types of life insurance.	Laidlaw - Bock I
		"Purpose and Types of Life Insurance".
discuss different forms of life insurance available: term, annuity whole life, etc., and compare costs.		
discuss life insurance as a form of fringe benefits.		

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose. Concept 6: Education and work are interrelated.	The student should... realize reasons for obtaining a health insurance policy. understand how and when to apply for workmen's compensation. identify some area firms offering health insurance as a fringe benefit to their employees.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Student reports.	Blue Cross, Blue Shield Agent - speaker.
prepare a report on the health insurance policy his/her parents have for the family.		Pamphlets from health insurance companies.
		Workmen's Compensation laws
report on the increasing cost of health insurance.	Student reports.	Pamphlets.
discuss workmen's compensation in the state.	Quiz - health insurance - why is it needed?	
determine who is eligible for benefits and how to apply.		

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... complete a personal state and federal income tax form.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss how taxes are used, and the services of government. complete sample tax forms.	The student will complete and file his personal state and federal income tax form.	State tax forms. Federal tax forms. Federal Guide to Income Tax.

CONCEPTS	OBJECTIVES
Concept 3: Occupations exist for a purpose. Concept 5: Work means different things to different people. Concept 6: Education and work are interrelated. Concept 7: Individuals differ in their interests, abilities, attitudes, and values. Concept 13: Career development requires a continuous and sequential series of choices. P.L.S. #1: Learning to communicate ideas. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage one's money.	The student should... list average beginning wage for a variety of entry occupations. describe those jobs that he/she feels qualified to apply for. compute the weekly wages of specific jobs. compare weekly wages of different jobs. define overtime pay.

Special Education
Mathematics II
Unit: Wages and Salaries

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
survey entry occupations to determine beginning wages.		
compare earning rates to Eau Claire's rates of pay.		
list typical entry occupations selected by students.		
report on pay rates for part-time employment.	Student reports.	*Dictionary of Occupational Titles*.
discuss jobs they have worked.	Student reports.	*Experiencing Mathematics*. Singer Series
compute problems of daily, weekly wages.	Quiz - computing wages and overtime pay.	*General Mathematics*, Book II
discuss overtime pay.		*Mathematics for Adult Living* - Mafex Association
review state and federal laws concerning minimum wages and hours.	Checklist of when minimum wage law is applicable.	*Occupational Essentials*, Johnson Press
		Occupational Outlook Handbook
		Newspaper.

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... recognize the advantages and disadvantages of installment buying.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage one's money.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... list the major stores that provide installment buying. determine the credit costs added for installment buying. list the types of credit cards available in the area. Examine credit card applications. determine the reasons for obtaining a credit card. discuss the possible dangers of installment buying.	Student will list the advantages and disadvantages of installment buying.	

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... compare a bank to a loan agency.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage one's money.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... develop a list of the names of local loan companies. discuss what services they offer the public. Compare their services with those of a bank. obtain sample contracts and typical interest rates of loan agencies. discuss and compare the interest rates of loan agencies and banks. determine what individuals would most likely use a loan agency.	Quiz - Match types of services and interest to banks and agencies.	

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... define the word credit. understand the added costs for credit. recognize the savings that cash purchases provide.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage one's money.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
develop a definition of credit.	Correctly write or state a definition of credit.	
practice determining credit costs, using the typical bank rates.	Teacher-made test of percentage problems.	

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... identify the banking services for loans, savings, and checking accounts. realize the many types of employment a bank offers. understand the procedure for opening a savings and/or checking account. list the requirements for obtaining a bank loan. identify the methods of developing a good credit rating.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage one's money.	

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... recognize the necessity of mathematics skills to everyday living. Determine the typical expenses of a high school student. list the personal priorities for purchases. develop a personal budget. determine the cost of renting an apartment.
P.L.S. #1: Learning to communicate ideas. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #7: Learning to earn a living. P.L.S. #9: Learning to manage one's money.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
develop a master list of everyday expenditures of a high school student.	Complete a budget for expenses while attending school.	
determine the possible sources of income for a high school student. Compare expenditures to income.		
develop priorities for expenditures.	Write a list of expenditures in their order of importance.	
construct an individual budget for personal weekly expenses.		
construct a monthly budget.		
project a list of expenses for the school year.		
determine personal income for the coming year.		
develop a budget for a single person renting an apartment. Collect rent ads. Discuss apartment living and possible additional costs. Visit an apartment complex to interview manager and obtain information as to the types of employment offered there.	The development of an individual budget that includes the additional costs of living alone.	Newspaper ads. Key Apartments - manager.

CONCEPTS	OBJECTIVES
Concept 6: Education and work are interrelated.	The student should... understand the necessity for proper care of hair. demonstrate good grooming. describe the composition of the skin. learn methods and reasons for keeping the skin clean.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #5: Learning to keep healthy. P.L.S. #7: Learning to earn a living.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss the composition of hair. describe reasons for dandruff, the effects of various hair sprays, etc, on hair, and reasons and methods for keeping hair clean.	Student care of his/her own hair as observed by teacher.	*Your Life in Your Hands* Mafex, P. 63
use diagrams to show and discuss functions of various skin parts.	Students will name and describe function of various skin parts.	*Your Life In Your Hands* Mafax, PP. 64-69
discuss the necessity of skin cleanliness, i.e., perspiration, infection, etc.	On diagram of skin, locate and label parts. Students will demonstrate cleanliness of skin.	
discuss the effects of make-up on skin.		

CONCEPTS	OBJECTIVES
	The student should... demonstrate proper methods of oral hygiene. identify parts of teeth. maintain proper oral hygiene. demonstrate the ability to maintain proper hygiene of feet and hands.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Indication of proper care of mouth by students.	Your Life in Your Hands Mafex, PP. 15-18
using diagrams of teeth and mouth, discuss proper oral hygiene.		
listen to oral hygienist speak and demonstrate proper oral hygiene.		
discuss and demonstrate methods and reasons for cleanliness of hands and feet.	Observation of hand cleanliness.	
discuss athlete's foot, shoe sizing, fingernail and toenail care.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... understand the terms sperm, ova. describe the developmental pattern of the fetus. understand the development of the human body from birth to puberty.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
discuss with classmates conception and roles played by sperm and ova in development of fetus.	Write definitions for sperm, ova. Write short paragraph describing growth of the fetus.	
discuss rate at which a fetus developes to show the rapid growth.		
compare size at conception with that at birth.		
discuss rates of growth; compare sizes of individuals at different ages.		
discuss factors that affect growth.		

CONCEPTS	OBJECTIVES
	The student should...
	describe the changes that take place in the body at the age of puberty.
	describe the term maturation as it applies to physical maturation.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
discuss the meaning of the term puberty.	Write a brief definition of the term puberty.	
discuss physical and psychological changes that may take place at puberty.		
view films.		
discuss terms maturation and the variance in ages when physical maturation takes place.	Describe in writing the determination of physical maturation.	

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... recognize the basic parts of the circulatory system. understand the function of the circulatory system.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #5: Learning to keep healthy.	know the various parts of the respiratory system.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...		
using diagrams and charts, identify the circulatory system and its parts.	On a diagram of the circulatory system, have the student label the major parts.	Your Life in Your Hands Mafex, chart 6, 7.
discuss the function of the circulatory system.	On a list of parts, have student write the function of each part.	
discuss methods of maintaining the circulatory system in a healthy condition.	Individual reports on topics dealing with the circulatory system.	
briefly discuss diseases which may affect the circulatory system.		
discuss the respiratory system, its parts, and functions.	Write brief paragraph describing parts and functions of the respiratory system.	
view films.		
draw diagram of respiratory system and label parts.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life. Concept 6: Education and work are interrelated.	The student should... describe the functions of the digestive system. name the various parts of the digestive system. describe methods for maintaining a healthy digestive system.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #5: Learning to keep healthy.	

Special Education
Science/Health
Unit: Body Systems

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... show film on digestive system. discuss the function of the digestive system. on diagram, locate various parts of the digestive system. discuss possible diseases that affect the digestive system.	Teacher made test.	Your Life in Your Hands Chapter 8

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	describe the function of the nervous system.
	identify the major parts of the nervous system.
	recognize the major glands of the body and their functions.
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	
P.L.S. #5: Learning to keep healthy.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Teacher-made unit test.	Your Life in Your Hands Chart V
view the film, "Nervous System" and discuss its major points.		
discuss the brain's function.		
listen to teacher-directed lecture on how the nervous system controls various parts of the body.		
discuss glands such as the thyroid, pituatory, etc., and describe how poor functioning of glands will affect the body.	Locate, label, and tell function of various glands.	Your Life in Your Hands Chapter 34
locate glands on diagram.		

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... describe the basic function of the skeletal system and muscles. identify parts of the reproduction system and their functions.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #5: Learning to keep healthy.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write description of the function of bones and muscles.	
view a film of skeletal system and demonstrate how the skeletal system supports the body and helps movement.		
using models, explain relationship between muscles and skeletal system.		
through class discussion, compile a definition of reproduction.		
discuss system parts and functions.		

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	realize the value of nutrients for good health. list the energy nutrients and the building nutrients.
P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment.	identify the basic vitamins. list food sources for the vitamins. recognize the function of various vitamins.
P.L.S. #5: Learning to keep healthy.	
P.L.S. #6: Learning to live safely.	
P.L.S. #8: Learning homemaking.	

Special Education
Science/Health
Unit: Nutrition

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a definition of "nutrient".	Pathways in Science Biology P. 149
define nutrients in class.		
construct food table to show amounts of nutrients in variety of foods.	Match names of foods with types of nutrients they provide.	
make a chart listing vitamins, their sources, and their functions.	Completion of chart.	Pathways in Science Biology P. 152-153
report on diseases caused by vitamin deficiency.		

CONCEPTS	OBJECTIVES
	The student should...
	understand the term calorie.
	count the number of calories he/she consumes in a day.
	identify high and low calorie foods.
	understand the importance of calorie control in the diet.

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Write a definition of calorie.	Pathways in Science Biology, PP. 155-159
through class discussion, define the term calorie.	Hand in weekly calorie count.	
complete a weekly record of foods eaten and the number of calories consumed.		
discuss requirements for different people in amount of calories needed.		

CONCEPTS	OBJECTIVES
	The student should...
	understand what protein does for the body.
	identify foods in the protein group.
	list the reasons for fat in a diet.
	identify foods in the fat group.
	know the function of carbohydrates and list foods which are high in carbohydrates.

Special Education
Science/Health
Unit: Nutrition

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... read section on protein, fats, etc. discuss function of protein in the body. Make a list of protein foods. view films on protein and fats. list fatty foods.	Teacher-made quiz.	Your Life in Your Hands PP. 54-57

CONCEPTS	OBJECTIVES
Concept 13: Career development requires a continuous and sequential series of choices.	The student should... understand the physical harms of smoking. know the dangers of alcohol to the body. recognize the types of drugs and tell their general affects.
P.L.S. #2: Learning to understand one's self and to get along with others. P.L.S. #4: Learning to handle and adjust to one's social, technological, and physical environment. P.L.S. #5: Learning to keep healthy. P.L.S. #6: Learning to live safely. P.L.S. #10: Learning wise use of leisure time.	

Special Education
Science/Health
Unit: Tobacco, Alcohol, Drugs

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could...	Unit Exam.	*Your Life in Your Hands* PP. 69-75
discuss reasons why people smoke.		
collect articles on smoking and health.		
discuss relationship of lung cancer, chronic bronchitis, heart disorder, etc., to smoking.		
participate in a panel discussion of the pros and cons of drinking.	Panel participation.	*Your Life in Your Hands* PP. 76-80
compile a list of harmful affects of alcohol.		Filmstrips: A-16 "Alcohol, Part I" A-17 "Alcohol, Part II"
reports on AA and other such organizations.		
discuss sedative, stimulants, narcotics, etc.		*Your Life in Your Hands* PP. 80-91
listen to speaker on drugs.		Filmstrips: "Narcotics, I" "Narcotics, II" "Addiction in America" 225-C

CONCEPTS	OBJECTIVES
Concept 1: An understanding and acceptance of self is important throughout life.	The student should... understand what maleness and femaleness are.
P.L.S. #2: Learning to understand one's self and to get along with others.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... through class discussion, define what being a male or female means; i.e., male role in life. discuss what is expected of males and females in our society. develop lists of roles of males and females in our society. through discussion, develop chronological list of attitudes of males toward females and females toward males during growth. discuss reasons for the changes in attitude as a person matures.	Write a short definition of male and female.	Ann Landers' books on sex education.

CONCEPTS	OBJECTIVES
Concept 1:	The student should...
An understanding and acceptance of self is important throughout life.	describe the physical changes which take place to develop a person sexually.
	understand that he/she has certain responsibilities along with his/her sexual maturity.
P.L.S. #2: Learning to understand one's self and to get along with others.	
P.L.S. #12: Learning to be a responsible citizen.	

LEARNING ACTIVITIES	EVALUATION	RESOURCES
The student could... discuss changes that take place in the male and female body and reasons for these changes. emphasize the naturalness of the changes. discuss the variance in ages for sexual change. learn the term puberty and discuss its meaning and implications. discuss the respect one individual should show to another. discuss the emotional aspects of sexual relations as opposed to the strictly biological aspects.	Based on class discussion and short quiz.	Research: Dr. Rose Dyk Book: Questions Teenagers Ask About Sex